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AUTHOR Watson, Marion, Comp.; And Others
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ABSTRACT

This curriculum guide provides a variety of activities to develop perceptual skills in young children. Activities in the following areas are provided: (1) motor skills--awareness of self, gross motor, fine motor, orientation in space, eye motor; (2) auditory skills--attention, listening, discrimination, imitation and articulation, auditory comprehension and memory; (3) visual skills--object identification, perceptual and visual motor matching, visual discrimination, visual comprehension and interpretation, perception of space; (4) cognitive skills--learning labels, Piaget-type activities, seriation, seeing and describing relationships, forming new concepts; (5) verbal skills--using language patterns, expressing ideas, language stretchers. (KM)

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ACTIVITIES FOR THE EARLY DEVELOPMENT OF PERCEPTUAL SKILLS

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A Program Of Activities Designed For
University City School Children As
An Outgrowth of ESEA Project, Title I,
Public Law 89-10

Melanie Knight - Project Director

PS 006319

SCHOOL DISTRICT OF UNIVERSITY CITY
University City, Missouri

Martin B. Garrison
Superintendent of Schools

Glenys G. Unruh
Assistant to Superintendent
Curriculum and Instruction

P R E F A C E

This book is a revision of ACTIVITIES FOR THE EARLY DEVELOPMENT OF PERCEPTUAL SKILLS first produced August 31, 1967. Material for it was contributed by University City, Missouri, Title I Educational Clinic team members and Inservice Education Workshop participants and was compiled and classified by Marion Watson, Anna Blalock, Eldora Spiegelberg and Lee Trotter. Mildred Sanders was illustrator as well as contributor. Alice Coffman and Elizabeth Hausman helped with the compilation and classification of the original guide.

This edition has been revised in accordance with suggestions from University City teachers. Some activities have been deleted and more appropriate ones substituted in each of the different areas of perceptual skill development. Activities have been re-written wherever the change was thought to make them simpler, clearer, and more understandable. There has been a reclassification of some sections and complete re-writing of other sections.

The purpose of this guide is to provide a variety of activities to develop perceptual skills in young children. All developmental skills are related and dependent upon one another. Even though they have been separated into the following basic areas: Motor, Visual, Auditory, Cognitive, and Verbal, one must be careful to keep the inter-relationships in mind when attempting to develop each child to his fullest potential.

MOTOR AREA

In the MOTOR AREA the child learns to use his body parts in relation to the world around him. The skills include development of an awareness of self, gross motor control, fine motor control, orientation in space, and eye motor control.

VISUAL AREA

In the VISUAL AREA the child uses his eyes for viewing, perceiving, and following stimuli. The skills include recognizing objects, naming objects in pictures, perceptual and visual motor matching, visual discrimination, comprehension and interpretation, and perception of space.

AUDITORY AREA

In the AUDITORY AREA the child processes information or stimuli received and absorbed though the organs of hearing. These skills include the development of attending, listening, discriminating, imitating, articulating, comprehending, and remembering.

COGNITIVE AREA

In the COGNITIVE AREA the child must process the information which he receives through all the sensory channels. The skills include the ability to attach labels to objects, to classify, to draw conclusions, to understand relationships, and to form concepts.

VERBAL AREA

In the VERBAL AREA the child uses language to express ideas and communicate with others. The skills include the abilities to use appropriate vocabulary and language patterns and to express ideas accurately and creatively.

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M O T O R

Stuffing Figures

Children make a lifesized figure by crushing single pieces of newspaper and stuffing it into long underwear. All the children can take part in this activity, and it always turns out to be an experience which is fun and exciting for them. After the underwear is stuffed (arms, body, legs) dress the figure and let the children make the head and features from a paper bag. The hands and feet can be made with gloves and boots or shoes. This is an excellent opportunity to learn body parts and left and right. Suggested figures: Scare Crow, Clown, Santa, Community Helpers, Witch.

Work Bench Figures

The spring garden offers another excellent opportunity for figure building. The children can make a scarecrow at the workbench and dress him in some creative way with clothes from the playhouse. Many of the children will want to make scarecrows of their own and take them home to dress.

Figure Assembly

Have children assemble legs, arms, head, and torso of figures. Hook the pieces together with brads to complete the figure.

The Hunters

The teacher tells the children to pretend to be "hunters" and gives these directions:

"The hunter stood up
He looked to the right
He looked to the left
He looked up
He looked down
Then he turned around.
Then he looked to the right
He looked to the left
He looked up
He looked down.

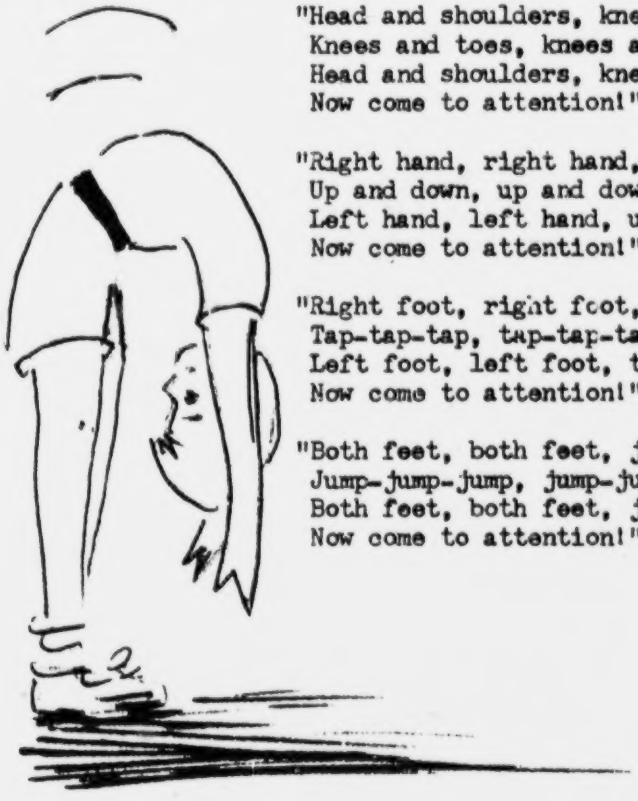
He suddenly saw a tiger coming through the jungle. He pulled back the bow and, ZING-----went the arrow."

AWARENESS OF SELF - ACTION POEM

"Hands on shoulders, hands on knees,
Hands behind you, if you please.
Touch your shoulders, now your nose,
Now your hair, and now your toes.
Hands up high in the air,
Down at your sides, now touch your hair.
Hands up high as before,
Now clap your hands...one, two, three, four."

ACTION SONG (To tune of London Bridge)

Children stand and touch each part of the body as it is mentioned in the song.



"Head and shoulders, knees and toes,
Knees and toes, knees and toes.
Head and shoulders, knees and toes,
Now come to attention!"

"Right hand, right hand, up and down,
Up and down, up and down.
Left hand, left hand, up and down.
Now come to attention!"

"Right foot, right foot, tap-tap-tap,
Tap-tap-tap, tap-tap-tap.
Left foot, left foot, tap-tap-tap,
Now come to attention!"

"Both feet, both feet, jump-jump-jump,
Jump-jump-jump, jump-jump-jump.
Both feet, both feet, jump-jump-jump,
Now come to attention!"

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MIRROR ANTICS

One child stands in front of a full-size mirror. Other children from the group give him directions to locate his body parts. They should say, "touch your nose", "touch your elbow", etc. The child can only look at his reflection to touch his body. When he makes a mistake, the child giving the last instructions, takes the mirror position.

Decide before starting the game the maximum number of directions that will be given. If the mirror child makes no mistakes, he may choose his successor.

Vary the game by having "IT" use both hands to touch his reflection. The game will become more difficult if the directions are given to touch the right or left parts of the body, in the mirror reflection.

GIANTS TALL

We'll play we're giants tall
As tall as tall can be. (Reach way up on tip toes)

And when we reach <u>way up</u> to the sky
The sun, moon and stars we'll see. (Look all around)

We'll bump our heads against the clouds (Take head in hands as if bumped)
Our hands we'll stretch so high (reach 'way up)

Till we feel the points of the tiny stars (wiggle fingers as if feeling)
That hang up in the sky.

GIANTS

Children sit in a circle around two giant paper cut-out parts of two bodies -- a boy and a girl.

Two children are chosen to compete in putting parts together at a given signal. The one who completes his or her body first is the winner. The children lie down beside the giant figure, imitating the same positions. Game can become progressively more complex during the school year.

SKIDOO

The children choose a partner and stand facing each other in a scattered formation. The teacher gives any of the following commands, and the children respond:

Back to back
Elbow to elbow
Knees to knees
Heels to heels
Face to face
Ear to ear
Right hand to right hand
Left hand to left hand
Right knee to right knee

On command "Skidoo" the children leave this partner and move to another one.

PEASE PORRIDGE HOT

Children (two) face each other and follow instructions as they say "Pease Porridge Hot.

Instructions, e.g., Clap both hands to thighs.
Clap both hands.
Clap right hand with partner.
Clap left hand with partner.
Clap own hands.
Clap both hands with partner.

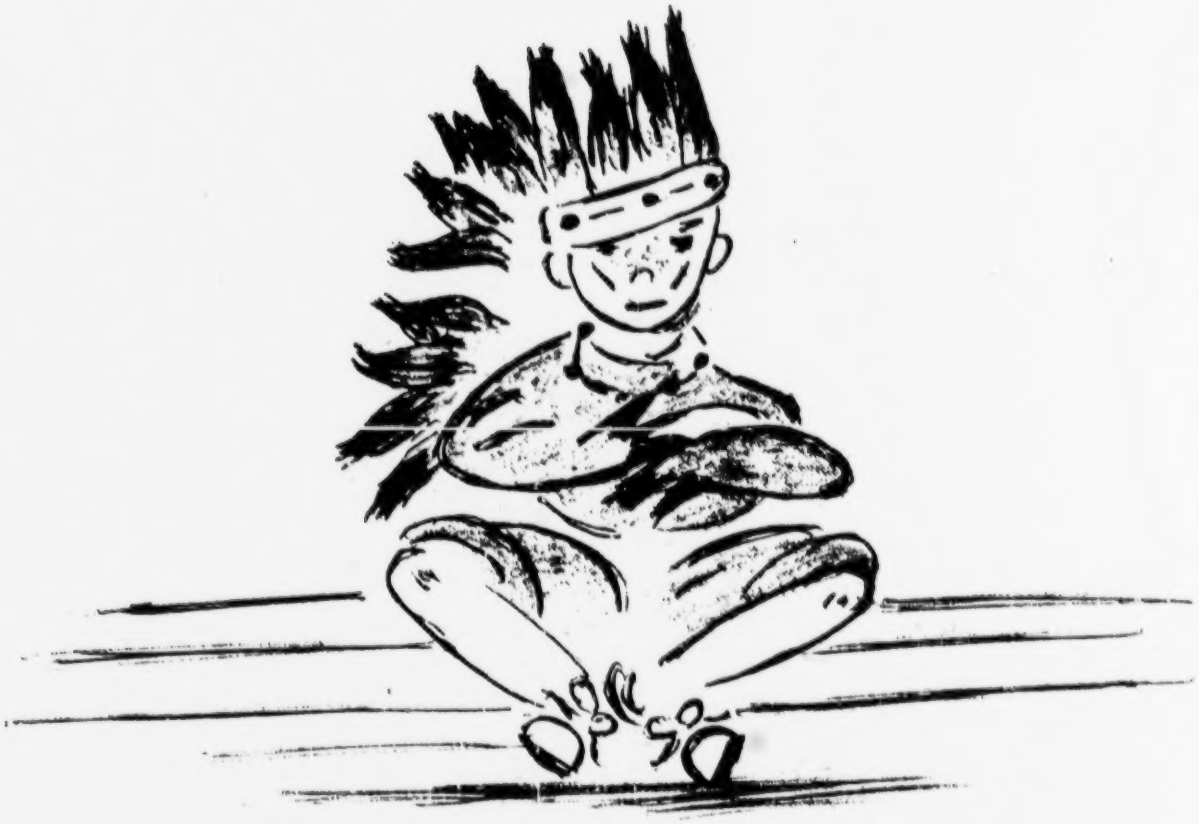
IF I WERE

Use this game for developing awareness of self and as relaxation.

(Bend over, touch the floor, and say:) "If I were a brownie very, very small, I would play with the ants and the bees."

(Stretch up high) "If I were a giant very, very tall, I would play with the birds in the tops of the trees."

(Bend down to floor again) "But I'm not a Brownie very small (Reach up high) I'm not a giant very, very tall, (Straighten up and point to self) "I am just me."



Big Chief

One child is the "Big Chief" and stands in the center of the group. The other children are Indians, who pair off in twos and scatter about. The Big Chief calls out directions for the others to follow....

1. Touch your ear
2. Touch your nose
3. Point to your left toe
4. Point to your partner's left toe
5. Shake your partner's right hand, etc.

After giving several directions, the leader calls, "Big Chief" -- everyone must change partners. The leader gets himself a partner. The one left out becomes the new "Big Chief."

Body Touch

This can be used effectively for relaxation after seat work, and can be varied as desired.

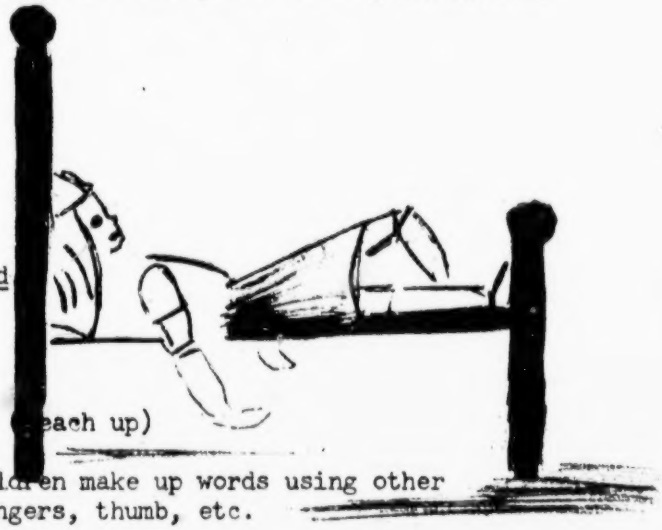
Children all stand and relax all body parts by pretending to be rag dolls.

The leader starts, then other children join in. (A tune can be made up to go with the words for the children to sing as they play.) First the right hand is used, then the left, then both hands, to touch parts of body mentioned:

"My head, my shoulders,
My knees, my toes"
(Repeat two times)
And now we turn around.

"My eyes, my nose,
My mouth, my chin."
(Repeat two times)
"And now we touch the ground

"My ears, my ankles,
My hip, my thigh."
(Repeat two times)
"And now we touch the sky." (Reach up)



This game can be varied by having the children make up words using other parts of the body, such as back, calf, fingers, thumb, etc.

This game can become pretty hilarious, but children learn their body parts in a "fun" way. Laterality can be involved and developed by having children touch right hand to left eye, etc.

Resting

Use a rag doll and demonstrate good resting positions by letting the children come up, hold up some part of the doll and then drop it. Do this with head, legs, arms, hands, feet. Then let some child demonstrate, using another child's body for the rag doll. This could help the children to become better resters and should build up awareness of self.

Which Part Moved?

Put a doll with movable parts in a doll's bed in a circle of children. Have one child go up and look at the doll, and then have him hide in the closet. Another child is chosen to come up and move one part of the doll. Child comes back from closet and tells what part of doll has been moved. If he is correct, he gets to move body part for next child.

This game may be varied by having a child pose as some person, a policeman, fireman, doctor, Santa, principal, etc., letting the children guess which part of him has been moved.

Finger Plays

Have plenty of finger plays available -- suitable to the season or occasion.
For example, Halloween:

Here is a Jack-o-lantern with a stem on top
And here are his eyes, big and wide.
Here is his nose,
And here is his mouth,
And here are his teeth inside.

My House

Here is my house where I live each day.
Around it, I'll put a fence where I play.
Here are the windows; some are square, one is round.
My chimney goes up, my roof slants down.
Here are the walls; here is the floor.
And there is my mother waving at the door.

Winter

Let's make a Snowman round and fat.
On the top of his head, let's put a hat.
Let's give him two eyes on his funny cold face.
In the middle, a nose, let's stick it in place.
Let's give him a mouth that is big and wide.
Then button him up with the snow inside.
Now that he's finished, just like that,
Let's take a broom and knock him flat.

Fist Game

Have four children sit in a row before the group with bags over their heads and bells tied on their right wrists. Each child spreads his hands, palms up, on his lap. One child from the group passes before them and drops an object into one hand of each child. Each child tells which hand (right or left) holds the object.

This same game may be used in the language area as a tactile game. Each child describes the object to the class and guesses what it is.

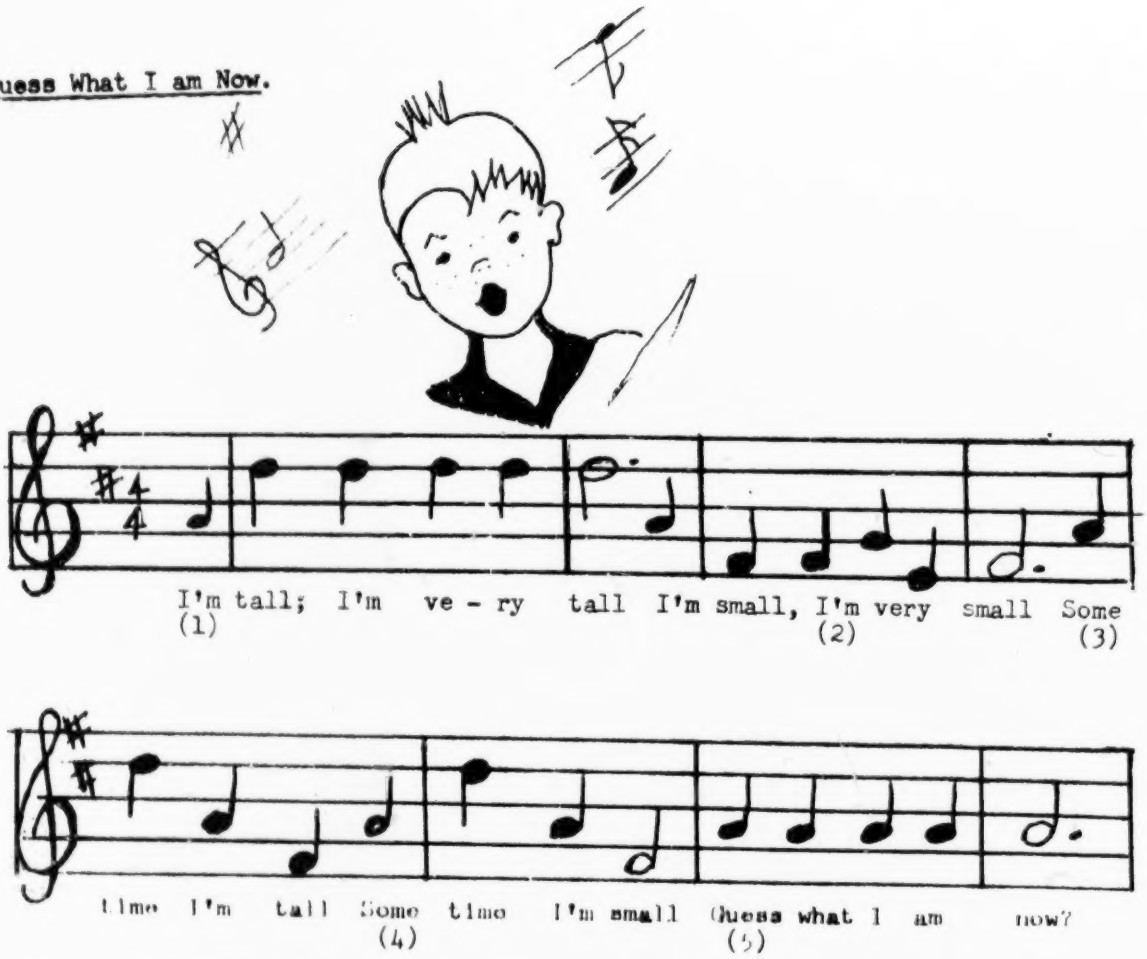
Hide the Tape

Children sit in a circle. One child is asked to hide in the closet. While he is hiding, he sticks the tape to some part of his body. He returns to the circle and the children are asked to place their hand on the spot on their own bodies where they see the tape. Wait for the entire group to respond, but choose the one who did it correctly the first time to tell the class the part of the body covered. Then it is his turn to hide and stick the tape some place on his body.

Glove Game

Provide 2 shoe boxes, each containing two pairs of canvas gloves. Use timer for children to compete against. Choose 2 children from the class to be Glove Fitters. Give each child a box of gloves. The remaining children stand in a circle. They count off 1,2,1,2, etc. The "ones" hold up their right hands, the "twos", their left hands.

Each Glove Fitter, at a given signal, takes one glove at a time from his box, fits it on the proper hand of a child standing in the circle. The Glove Fitters repeat the activity until the boxes are empty. Both Fitters try to beat the timer.

Guess What I am Now.

Circle formation for children, with one child in center with eyes covered.

Directions: (1) All stretch tall
(2) All squat (do not kneel, sit or lie down)
(3) Up and down again
(4) Up and down again
(5) At signal from leader, all are tall or small

Make Johnny Disappear

Draw a figure of boy on blackboard. Have children come up one at a time and erase some part of Johnny, naming the part as he erases.

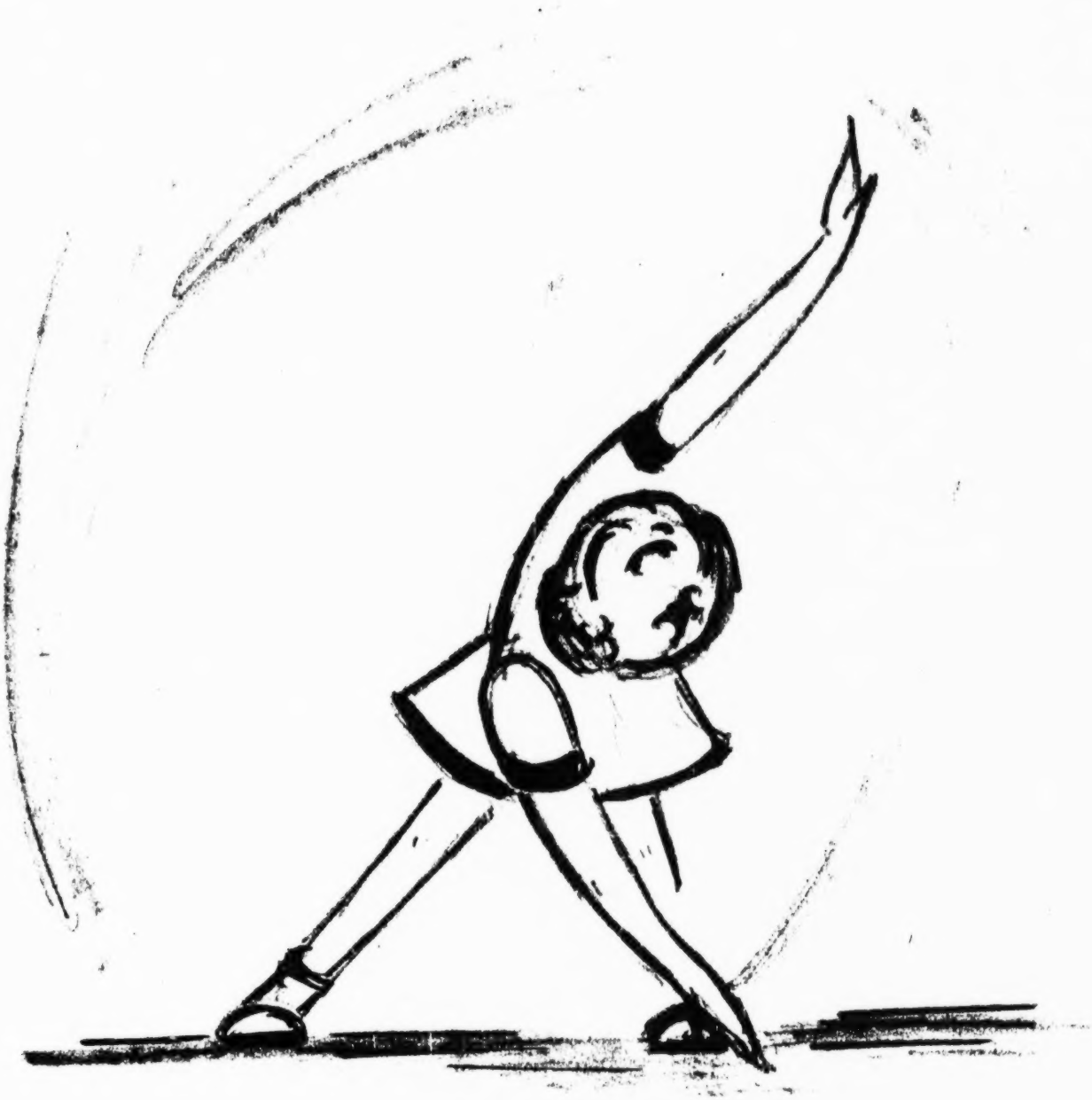
Make a Face

Children sit in a circle on the floor. Put a colored hoop in the center of the circle. Pass large cutout facial features to the children. Each child takes a turn and places the feature he has been given in the hoop at the proper place, in order to make a large face.

Toy Ironing Sets

Encourage vigorous realistic use of iron to practice crossing midline, and gross motor control.

GROSS MOTOR



GROSS MOTOR EXERCISES

Starting positions: Stand tall with arms at sides.
Lie straight with arms at sides.

1. Move arms out from sides, touch hands above head. Return to starting position. Repeat 5 or more times.

2. Raise arms above head. Touch toes without bending knees. Repeat desired number of times.

3. Hold arms out from shoulders in parallel position; make circular motions with arms moving in unison, clockwise and counter-clockwise. Move arms in bilateral circles, reverse.

4. Hold arms out from sides, shoulder height, rotate in circular motion. Reverse.

5. Raise arms above head. Bend body from side to side as far as possible, forming wide arc.

6. Run in place, lifting knees high.

7. Put hands on hips, place feet together, jump and land with feet wide apart. Jump back to original position. Repeat.

8. Add arm movements to exercise 7. Clap hands as feet land wide apart, slap thighs as feet come together.

9. Stand with feet about 18" apart. Raise arms to sides, shoulder height. On count 1, touch right hand to left foot, on count 2 return to starting position, on count 3, touch left hand to right foot and on count 4 return to starting position.

10. Roll head on shoulders. Reverse.

11. Lie on the mat. Repeat exercises 1, 2 (sit-ups), 6 (bicycle), 8 (without jumping, makes Angels in the snow), 9 (feet and hands meet above body).

12. Make body into ball by grasping knees with arms.

13. Kneel on mat and curl up with back arched. Roll completely over by leading with right shoulder and pushing with left foot. Roll back to original place by leaning with left shoulder and pushing with right foot.

14. Do somersault. Stand at head of mat with feet apart, tuck head between feet as far as possible and roll. Grasp knees and bounce to feet.

Exercises may be done to music.

Many of the above physical exercises may be used in "Follow the Leader" games such as:

"Follow me to London". "Did you ever see a Lassie". Etc.

GROSS MOTOR ACTIVITIES

Each child must choose a spot on the floor to which he must always return. Various activities are directed and child returns to his spot after each activity.

Such activities might include direction for each child to make himself tall, narrow, wide, or small.

Have each child imagine a tree in front of him, around which he must run.

Each child may run around two trees, his and another. This makes a figure eight on the floor.

Each child can reach around his tree. Some will have large trees, some small trees. A child may lean toward his tree or away from it.

Give each child the opportunity to move around the room until the teacher says "Freeze". Then he must stop.

After returning to his spot, each child can be directed to walk to the nearest wall or the farthest wall.

Vary this by saying, "Take as many, (small steps) or as few (large steps) to the wall and back to their spot.

Have each child make knots with arms or legs. The teacher or another child may try to pull them apart.

Have each child walk out some geometric pattern on the floor.

BALANCE SQUARES

A balance square is made from a 16" square of thick plywood with a 5" square block attached underneath (in the middle of the square).

The child steps on the square and attempts to balance himself.

After one balance spot is reached, the child moves his feet to a new position, still trying to maintain his balance.

CREATIVE GROSS MOTOR ACTIVITIES

During fingerpaint-play, encourage children to use big circular movements, first with one hand, then the other, and finally using both hands moving clockwise and counter-clockwise bilaterally. Do the same with horizontal and vertical lines. Get the children to move all parts of the trunk.

Use this fingerpaint technique in wet chalk, the sand box, or with wet starch.

A fun thing to do is make big circles, lines (horizontal and vertical) on the hot pavement or walls with big brushes and a can of water.

Wave the Magic Wand

The teacher plays different rhythms on piano for the children's dramatic dancing. When the teacher stops, she pretends to wave a "magic wand." This changes the experience from walking alone or with partner to running, skipping, hopping, etc.

When skipping, the teacher may ask the children to stoop when she stops playing. While hopping, the teacher may ask the children to change to both feet when the music stops, or direct them to change to the other foot when the music stops, or direct them to change from right foot to left foot. The tempo of the piano or drum can help the children become giants, dwarves, etc.

The children can be birds flying, mother sweeping, father shoveling snow, raking leaves, hammering, tops spinning, rowing boats, riding bicycles, (fast or slow) trees waving in the wind, soldiers marching, etc.

When the soldiers are marching, one child could carry a flag and give it to another when music stops.
Children love to act out bunnies, giraffes, bears, elephants, all the animals they know. Body balance, coordination and happy satisfaction can be achieved by these rhythmic experiences. Let the children suggest their own ideas.
Have a box of colored stripes of crepe paper always on hand for the children to hold and wave as they dance. Teach them to make circles, figure eights. During their Indian dances, stick colored crepe paper on the ends of their rhythm sticks. (These can be called "fire sticks") and are wonderful for waving in circles. Children can hop in and out of hoops to this music.

Walking the Plank

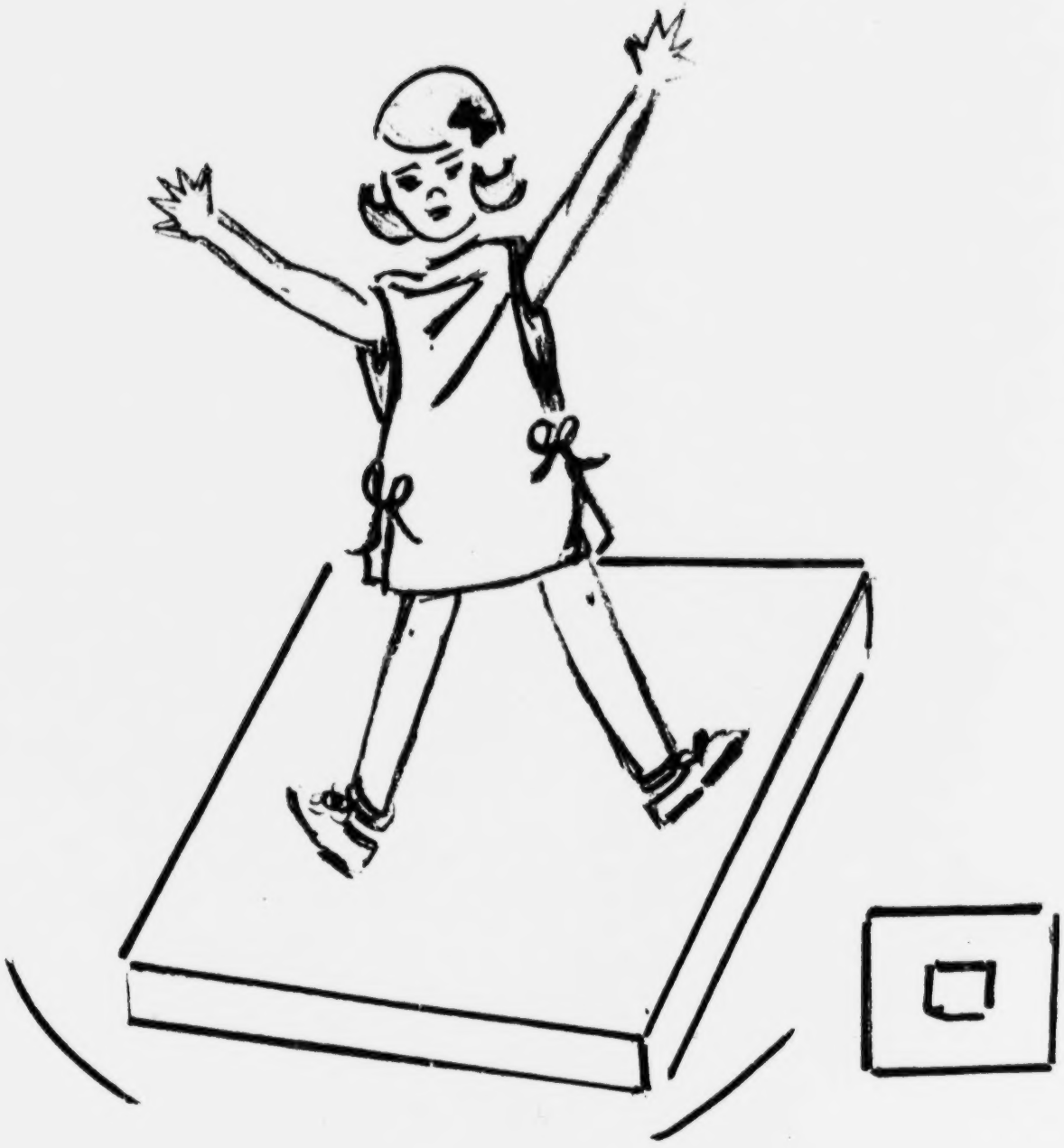
Two balancing boards or two colored strips stuck on the floor are used with corresponding colored strips of paper. Two children are told to go to the table and choose a colored strip of paper. At a given signal they walk forward and backward on the board, or floor strip, corresponding in color to the paper in their hand. As soon as they have finished, they put the paper back on the table. The winner is the one who finishes first without stepping off, or the one who steps off least. This game may be played in relays -- punching a hole in the paper of each contestant, if he succeeds, before he passes it on to the next one. The team with most holes punched in its paper wins.

The game may also be varied by having the children carry brooms while walking the board or floor strip.

Balance Board Characters

Let children pretend they are different people performing on the balance board, such as:

1. Circus Clown on tight rope, carrying umbrella.
2. Santa on the roof top, carrying bag.
3. Fireman on cross beam on burning building carrying hose.
4. Mailman crossing bridge carrying bag.



BALANCE SQUARES

A balance square is made of thick 18" or 24" square, made of plywood with a 3" or 5" square block attached underneath (in the middle of the squares.)

The child steps on the square and attempts to balance himself.

After one balance spot is reached, the child moves his feet to a new position, still trying to maintain his balance. More difficult activities should be developed.

Hopping or Skipping, Game

Have children stand in a circle with their hands stretched out. One child is given small bells, or a paper pumpkin, or a paper Christmas tree, or paper heart, etc. (whatever is appropriate to the season) to carry in his hand, and which he will put in another child's hand.

Play hopping or skipping music. Child must hop or skip to another child, place the article in his hand, return to his place, and sit while the child receiving the article takes his turn. The last one starts the next game. This game can be varied by having the children use right or left hands.

Nose and Toe Tag

Runner cannot tag any child who is holding nose with one hand and touching toes with the other.
Variations: (a) kneeling with forehead touching ground, (b) holding nose with right hand with right arm under right leg (c) right hand on back, etc.

Mud Puddles

Scatter paper mud puddles over the room. Have children pretend they are holding umbrellas over their heads. They must jump over the puddles. If one steps in a puddle, he is out of the game. The game continues until one or two people are left to jump puddles.

Jack-B-Nimble

Place small objects or cards in a row on the floor about a foot apart with a low candle at the end of the row. If child jumps over each object, he gets to jump over the candlestick at the end of the row.

FOLLOW ME

Come - come, follow me
I'm a bunny as you can see
So do as I do, follow me
And be a bunny - so all can see.

Children may continue with a new leader and using different imitations.

FINE MOTOR

COLLAGE FUN

Give children pieces of colored cardboard, or tagboard, and accessibility to a box of varied and assorted items, consisting of different textured materials, buttons, jewelry, string, feathers, cotton, spools, wooden spoons, lace paper doilies, colored yarn, countless things contributed by the children. For tools, the children can use scissors, paste, modeling clay and pieces of wire. Using these, they are able to manipulate, stick on, build up, using their creative imagination while experiencing the feel of these materials.

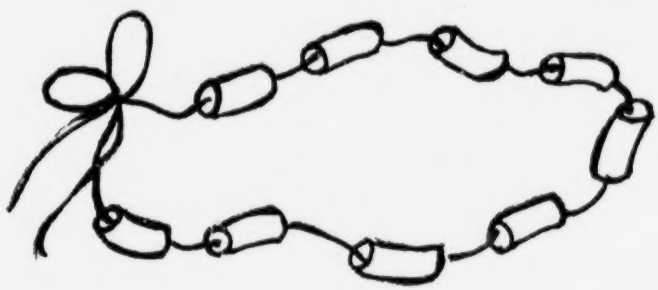
Discussion of their individual work should follow, bringing attention to shapes, sizes, color, textures, things going up, tallest things, shortest things.

Collage Fun could be used after a school experience or trip, to illustrate a story, or to make abstract designs. In each experience a child must coordinate the sizes, shapes, and colors, with the type of material he must use.

EQUIPMENT EMPHASIZING FINE MOTOR CONTROL

1. Peg Boards.
2. Puzzles.
3. Small floor blocks.
4. Sewing cards.
5. Weaving looms.
6. Montessori type Do-It-Yourself frames.
7. Stringing beads.
8. Nut-and-bolt box.
9. Scissors.
10. Crayons.
11. Chalk (wet or dry).
12. Clay.
13. Pipe cleaners.

Any media used to strengthen small muscles.



Maca-laces

Divide the players into teams. On a table in a central location, place a large bowl of hollow macaroni and a long shoelace for each team. At the signal, a player from each team races to the bowl, strings a piece of macaroni on his team's shoelace, and returns to his place. Players continue this until shoelace is completely strung with pieces of macaroni. The team to finish first, wins.

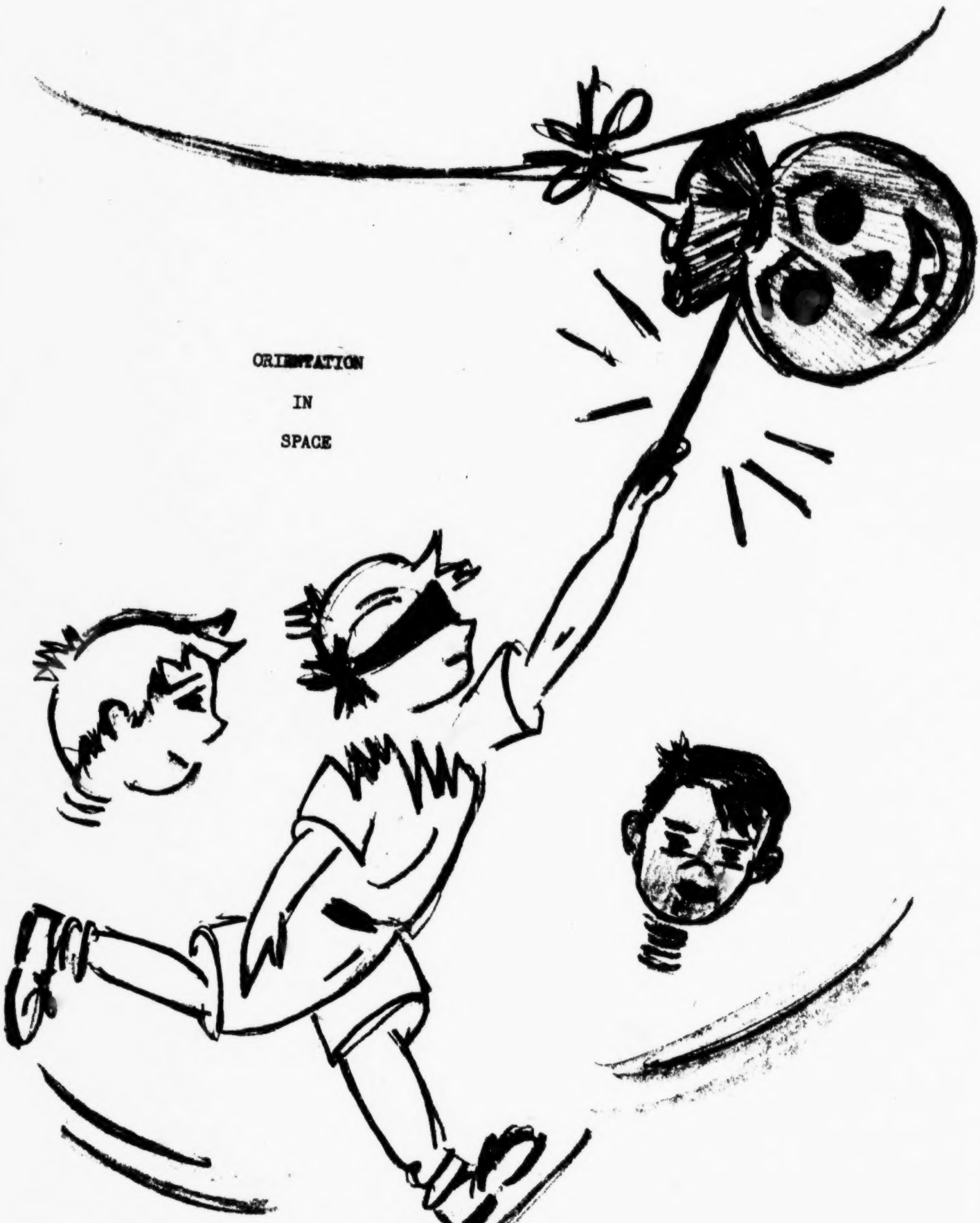
Indian Necklaces

Colored plastic straws and small squares of colored construction paper may be used to make necklaces. Cut the straws on the paper cutter in 1" lengths. Use blunt, large-eyed needles for string. Be sure children understand a square of paper must be strung between each length of straw.

ORIENTATION

IN

SPACE



ORIENTATION IN SPACE

Sample activities to Emphasize Orientation in Space.

1. Ball bouncing and tossing.
2. Bean bag games.
3. Hop Scotch.
4. Jumping across lines (Cross the Brook).
5. Jumping rope.
6. Climbing ladders.
7. Jungle gym.
8. Obstacle course.
9. Tag games.
10. Relay races.
11. Projection of right and left concepts.
12. Creative dance and dramatics.
13. Games using space vocabulary, i.e. under, above, over, next to, behind, near, far, etc.

Marble Game

Make three holes along the edge of a shoe box. Have player step back, then shoot marbles toward the holes. For advanced pupils the holes may be numbered and the player can keep his own score for every marble shot through the hole.

Bowling

Arrange ten detergent bottles as bowling pins. Use two soft rubber balls 6" or 8" in diameter for the bowling balls. Give a child credit of one point for each bottle he overturns.

Bus Driver

An imaginary bus is built of chairs, boxes or blocks. The teacher is the bus driver. As the children board the bus and pay their fares, the driver gives directions for seating. These directions could be; "Find a seat in front of_____(a child's name); in back of_____; next to_____; to the right of a girl and behind a boy; to the left of a girl and in front of a boy.

The seating and directions can be progressively more complex. Later the children take turns being the bus driver.

Piñata Game

Children love pinata games and they can be made very easily from paper bags, stuffed with tissue paper and a few candies. A Jack-o-lantern could be used at Hallowe'en or Santa's head at Christmas, or an Easter egg at Easter, etc. This is the high point of a school party. Blindfold the child. Let him feel with broomstick where the pinata hangs. Then help him step back three steps and then let him try to find it again and swing at it. Many of the children should be able to hit it before it is broken.

Turn-About

Have the children sit in a circle. On the table have a variety of colored circles, squares, and various shapes cut out in small sizes. These shapes could be changed to numbers, i.t.a. symbols, seasonal articles, etc., to add variation.

When the game is ready to begin (after the children have an opportunity to see the cut-outs) choose two children for contestants. Later on, more can be chosen.

Have one child go to the closet while the other one has the teacher pin one of these colored articles on his back up near his shoulder. Then turn him so that he is facing the closet with his hands behind him. The other child comes out of the closet with his hands behind him. He must then attempt to find out what is pinned on the other child's back. This sometimes involves quite a lot of fast footwork, as both children must dodge and dash about, one trying to see, the other trying to prevent him from seeing. Both children must keep their hands in back of them, which requires coordination and balance while they are moving about. When the object is recognized, the child calls out whatever it is, and the game is over. This game can be quite enjoyable for both contestants and observers.

Bongo the Ball Eater

Make Bongo from empty round box. Have children shoot small rubber balls into his mouth from a distance of three feet.

Ball Bounce

Set an egg carton on table or floor. Bounce small rubber ball into the carton.

Drop It

Set a row of cans of graduated sizes and different colors on a chair or on the floor. Try to drop clothes pins into cans in the following ways, always holding clothes pin in one hand: from the chin; from the mouth; from the nose; from the right eye; from the left eye.

Getting Ready to Have a Party

Have the children pretend to: dust the table; dust under the table; put the big plate at the end; place the chairs, etc.

Bean Bag Game

Have a large Head-Hoop for target on the floor with features made from colored paper stuck on the floor with tape. Have the children take turns throwing a bean bag at the target. Head=1 point; eyes=2 points; mouth=3 points; nose=4 points. Make different kinds of targets, some more difficult than others.

Seating People at the Table

The children can pretend they are a family or children at a birthday party, etc. The teacher can direct the children to their seats at a table by saying:

"Father must sit at the end of the table.
Mother will sit across from Father.
Johnny will sit to the right of Mother.
Mary will sit next to Johnny.
Sue will sit opposite Johnny", etc.

After many right-left activities, the game can be played in reverse with such questions as: Will the boy sitting opposite Sue raise his hand, please?" or "Will the girl to the right of Johnny stand up?"

Obstacle Course

Set up obstacle course using ropes, benches, paper puddles, wooden horses, colored plastic hoops or rubber tires, chairs and a balance beam. Have the children move around the room in a definite order following large red arrows. Give definite instructions, such as:

Walk between the ropes without touching
Put only one foot in each hoop or tire
Go zigzag around the chairs
Go under the benches
Climb over the horses

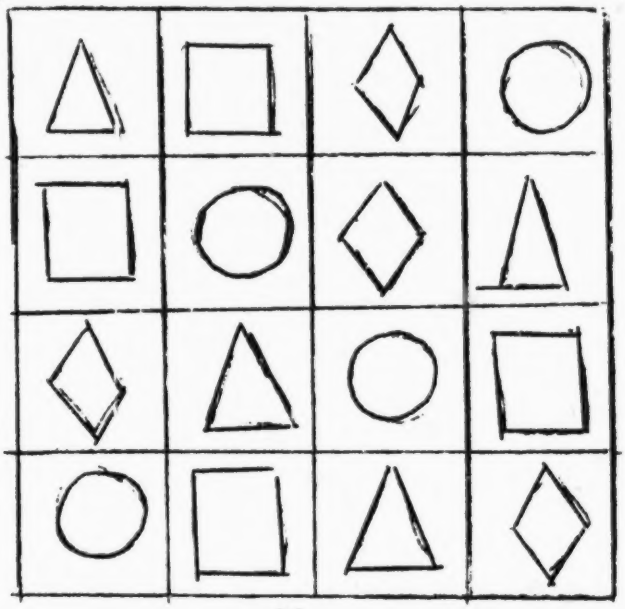
Set the Table

Discuss helping mother by setting the table. Flannel board can be used to show one place setting, piece by piece. Let children collect furniture and utensils for activity, one item to a child. (Be careful to have two or four exact table settings.) Give directions one at a time, as: "Put the chairs up to the table." "Put the plates on next," etc, until the table is complete.

This game can be expanded to teach right-left, one-to-one, completion (cognitive), etc. Use your own imagination!

Bean Bag Activity

Mark off into squares a large piece of brown wrapping paper. Into scattered patterns put various shapes, sound symbols, or three or four pictures each of three or four categories. Child tosses 3 bean bags. He tries to land his bean bags on the same shape or symbol. A child receives 1 point for each successful landing.



EYE MOTOR

EYE MOTOR SKILLS

Sample Activities to Emphasize

1. Stationary target games.
2. Moving target games.
3. Finger painting.
4. Bilateral circles, horizontal - vertical lines (see next page for full directions).
5. Marble games.
6. Dot-to-dot pictures.
7. Cutting on lines.
8. Using templates at board and on paper.
9. Stencil drawings.
10. Color within lines.
11. Copying patterns. Magna board - tiles - punch-outs.
12. Ball and rope activities (see page).
13. Walk crooked line.
14. Linear measuring.
15. Geometric puzzles.
16. Lacing and braiding.
17. Weaving and sewing.
18. Pouring -- rice, sand, water.
19. Eye-dropper with colored water from one container to another.
20. Cork board, nails and hammer.

BALL ACTIVITIES

Use an 8½" or 10" Ball

1. Roll the ball around body.
2. Lie down and roll the ball around body.
3. Sit, hands on floor behind body, and roll the ball from toes to lap; from lap to toes.
4. Stand, roll the ball on the white or black line and have it touch the line.
5. Stand, bounce the ball and catch it.
6. Stand, bounce the ball, catch it and throw it up and catch it.
7. Bounce the ball, turn body around, catch the ball.
8. Roll the ball forward and run to catch it.
9. Dribble the ball.
10. Walk forward and dribble the ball.
11. Sit and bounce the ball.
12. Kneel and bounce the ball.
13. Walk on the line and bounce the ball while walking.
14. Throw the ball up in the air and forward - then run forward and catch the ball on the first bounce.
15. Throw the ball, from a distance of 5 feet, at a target on the wall. (The target is a rectangle, 18" x 24", placed 2 feet up from the floor).

With a Partner, Stand 5 Feet Apart

1. Stand and bounce the ball to partner.
2. Stand and throw the ball to partner.
3. Sit and roll the ball to partner.
4. Sit and roll the ball to partner's left leg.
5. Sit and roll the ball to partner's right leg.
6. Kneel and roll the ball to partner.
7. Stand and roll the ball to partner.
8. Stand and roll the ball through partner's legs, first facing partner, then with back to partner.

BILATERAL CIRCLES

Children must stand a comfortable distance from the chalk board. Their posture should be of "relaxed erectness" so body, trunk, shoulders, arms, and hands can move freely, while head is stable, but not rigidly held.

Each child must lean forward and touch the chalkboard with his nose, then mark an "X" on the spot made by his nose. He then takes a piece of chalk for each hand, keeps his eyes upon the target ("X") at all times and listens for the directions he must follow.

The starting performance will be: right and left hands moving clockwise. These directions of movement should be encouraged until speed, rhythm, and roundness of circles are achieved.

The succeeding directions should be for counter clockwise movement, opposite directions for each hand, moving in the rhythm of counting, etc.

Constantly remind the children to keep their eyes on their targets, to make their circles of uniform size, to gain speed and to gain skills of eye-hand co-ordination.

A good motivation is to pretend each chalk is a racing car, and each car is going around on its own race track. These race tracks are side by side, but do not overlap or touch each other. The cars keep up with each other at all times, not as a race, for they must start and stop at the same time. Criticize the tracks after each race, trying to make each new track a better one.

Enthusiasm is stimulated by the instructions of "Get ready; go". Then counting: 1-2-3-4-5-6-7-8-9-10.

BILATERAL HORIZONTAL LINES

Children should stand at the chalkboard in the same position as for bilateral circles. Make the target "X" and urge the children to look at the target, and to see their stick of chalk, "out of the corners of their eyes".

Tell the children their sticks of chalk are lawn mowers working across a fence from each other. They should draw a vertical line through the "X" for a dividing fence. The children start with their thumbs touching at the "X". They draw horizontal lines, moving the chalk as the teacher says, "out-in-out-in". Thumbs touch at "in" and arms extended on "out".

Constantly analyze the lines to correct and improve. Change the starting point above or below the "X". Also change direction of the movement of the arms having them both move in opposite directions, or have a different starting position for each hand.

BILATERAL VERTICAL LINES

Children maintain the same position at the chalkboard used for Bilateral Circles. Check each position and balance.

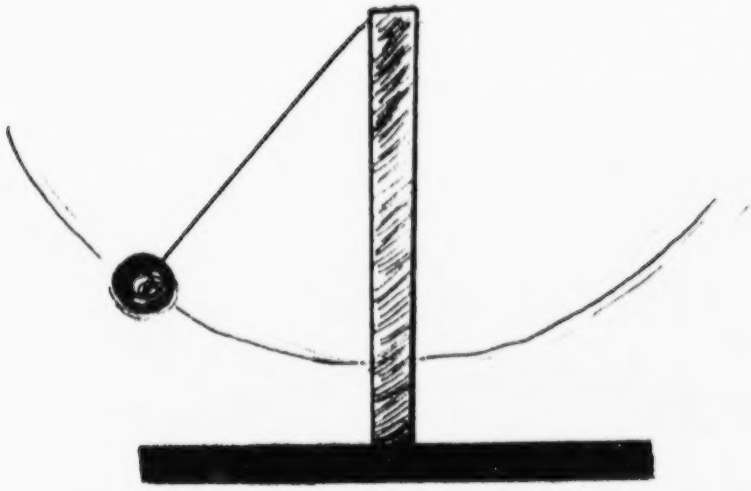
While each child looks at his target ("I"), have him make with his chalk (a piece in each hand) a vertical line from in front of his shoulders up as high as his forehead. Hold chalk at this point. Then have him mark down and up, down and up, several times. Check the lines as to length and straightness.

Follow this by having children mark as the teacher counts.

Urge the children to keep the ends of their lines as even as possible, and have them trace and re-trace the original lines until they feel and see the proper length of the lines.

Next, direct the children to start at the top, and place the new line just a little bit away from the last line, making "fence posts". The teacher should count and have children make a "post" for each number.

Make marks beginning at the target and moving out, or reverse. Various patterns should be used.



Construction Suggestion to Indoor Tether Board

Use ironing board cord holder for the pole. Clamp on piece of wood. Use smallest size wiffle ball and paint if desired. Use Tether Board in games to practice following with eyes. Child should face upright holding the ball, moving only his eyes to follow the ball as it swings from side to side. He should use his hands to hit the ball at first. As he becomes more adept, he may be given a small paddle and finally a short piece of ½ inch dowel rod. Remind him to follow the ball - not the paddle.

Mazes

Child misses puddles going to school.
Fire engine finds shortest way to fire.
Horse to barn.
Dog to kennel.
Squirrel to nuts.
Pirate to treasure.

These may be drawn on large brown paper or other material or on the floor for walking through. Charts may be made to use under plastic sheet at easel.

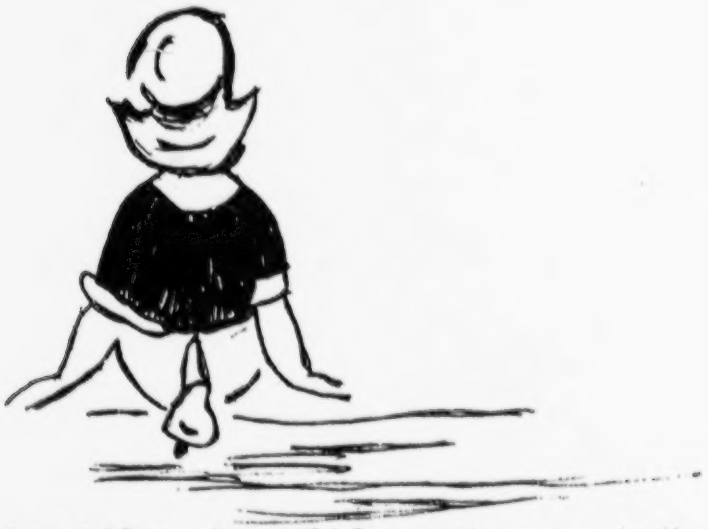
Going Places

Use two large plastic sheets, 21" x 26" (plastic may be purchased from a plastic company in sheets 21" x 52". The gage should be .020). The plastic should be clipped to painting easels over charts of mazes or left-to-right charts with dotted lines drawn from one object to another, for instance: car to garage, child to school, squirrel to tree, dot-to-dot, etc.

Two children may work at a time. Use crayon to mark on the plastic as it is easily erased with a piece of nylon net or paper towel. Follow the line from left to right with one continuous stroke. Remind the children to stay on the line.

AUDITORY

ATTENTION



Who Has the Bell?

All children are seated at tables. One child leaves the room. Another child at a table is given a bell. The child returns to the room and the bell is sounded. The child who was out of the room has to guess which child has the bell.

Variation: All children have hands behind them - use other sound effects, such as tambourines, sticks, clapping, etc.

Who Am I?

This game may be used to train the ear to listen, recognize sounds, and locate area of room from which sound emanates.

All of the children except two hide their eyes, by putting their heads down on their desks. One child is asked to leave the room. The other one taps a child who is to make a sound imitating an animal or bird. The child who has been outside is invited to come in and guess who is making the sound.

Rhythm in Names

Go through the class clapping names of children, and have them listen for rhythm:

2/4 Mary / Brown

3/4 Jonathon / Bomze

Be careful that accent of the rhythm falls on accented syllable of name. After the children have learned to hear rhythm in names, use nursery rhymes.

Crossing the Road

Children sit on the floor facing a "road". One child is chosen to go down or up the road. The other children cover their eyes with their hands, (no peaking). The chosen child chooses either to hop, walk, jump, or gallop, or skip down the road.

When he stops, the other children raise their heads and the chosen child asks, "How did I get across the road? From among the children who answered correctly, he chooses the next one to go down the road. The game may be changed a bit by having the child moving go fast or slowly.

Two children may be chosen, one moving, the other standing still, or both moving. The children have to decide if one or both moved.

Flying, Swimming, Hopping

The children stand scattered about the room. A leader is chosen to call out instructions to the group. The children move about the room doing the proper movements as the leader calls out the instructions such as - "the robin is flying". The leader may say "the dog is flying." If anyone continues to fly (wave arms up and down) when something is named that does not fly, he must sit in his seat. Change the game at any time to a different movement using appropriate animals for the movements:- "The fish is swimming". If someone flies he must sit down. Leaders may be changed often, or children who are unable to take active play may be leaders.

Numeral Game for Tapes

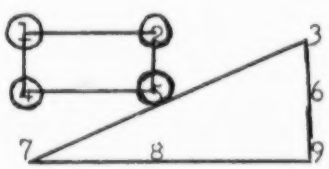
Prepare a worksheet for each child with the numerals from 1 to 9 arranged in the following pattern:

1	2	3
4	5	6
7	8	9

These directions should be taped:

1. Put your pencil on the 3. Now connect 3, 5 and 7 with a straight line.
2. Now connect 7, 8 and 9 with a straight line.
3. Reach up at the top again. Put your pencil on 3 and connect 3, 6 and 9 with a straight line.
4. What is the name of the shape you made with the straight lines?
5. Draw a small ring around each of the numbers I call out: 1, 2, 4, 5.
6. Now connect these circles with a straight line starting at 1. Go right to the 2, down to 5, go left to 4, now go back up to 1.
7. What is the name of the new shape you have just drawn?
8. When you have followed all of the directions given on the tape, get your crayons and color the triangle green, the square red.

The completed work will look like this:



LISTENING

Copy-Clap

Beat a pattern on a tom-tom. Have children repeat rhythm by clapping hands.

Sing and Do Games

The Farmer in the Dell: follow directions.

Looby Loo: follow directions, R & L.

Eensy, Weensy Spider (fingers); At the Rodeo; Tiptoe Elf; Johnny Jump-Up; Circus Parade; Choo-Choo Train; I'm a Little Puppet; I Am the Wind; The Clock Song, etc. Such songs and games provide action, creativity, up and down motions, plus many other possibilities.

Sound or Gesture

Discuss words in a story which suggests sounds and gestures. While reading the story, have the children give sound effects where appropriate, replacing word. Examples: reindeer - tinkle-tinkle, sleep - snore, swim - arm movements, dress - swish-swish, cat - mew-mew, walk - slow alternate tapping of feet, run - fast alternate tapping of feet.

Matching Sounds Game

Polaroid fixative cans can be made into matching sounds game by using ten cans. Paint lids of five blue and five red. In pairs of cans (1 red and 1 blue) put objects causing the same sound from each of the pair of cans. Children must match sounds.

Jack-in-the-Box

Children stand well spaced around the room. The children stoop when the leader says, "Jack-in-the-box". When the leader says, "Jack-out-of-the-box", they spring up.

The leader may vary the call by substituting some child's name. For instance, "Mary-in-the-box". Mary should stoop, all others remain standing. Anyone who moves at the wrong time must sit down.

Listening for Sounds

The teacher should collect a number of objects that make clear sounds such as: paper (crush), water in 2 glasses, bell, rhythm instruments, ball (bounces) etc. Children sit in their seats with heads on folded arms, eyes closed while the teacher makes sounds using objects.

Children put hands up, keeping eyes closed when they recognize sounds. Encourage children to give complete answers when asked to identify sounds.

Telephone Game

Children sit on the floor in circle formation. Have two toy telephones in the center of the circle. Select a telephone operator. The operator takes a telephone back to his place and dials a friend, by saying his friend's name as he dials. The friend picks up the other telephone and answers.

The teacher explains that the operator should:

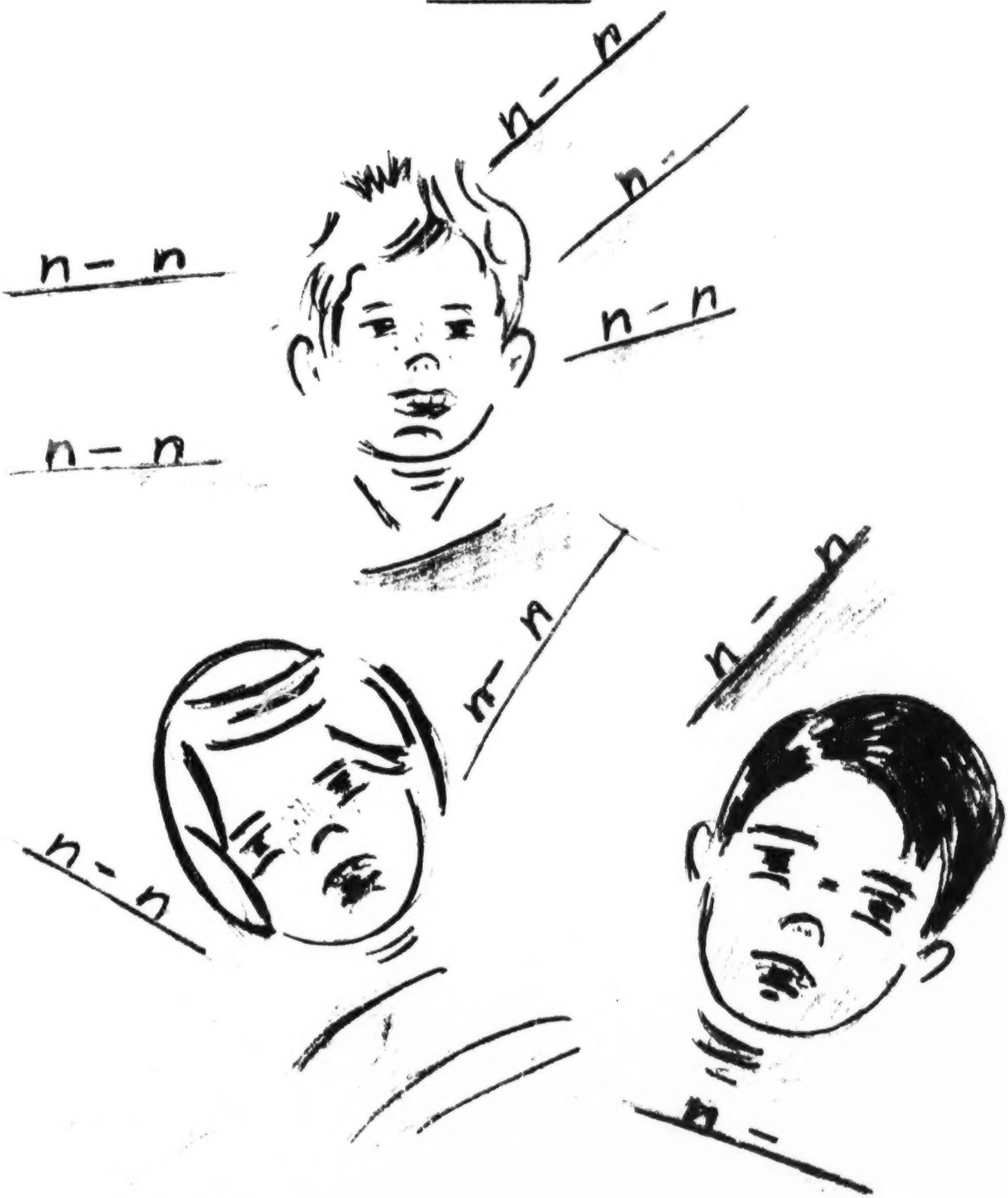
(1) Speak clearly and politely
(2) Have a few questions clearly in mind
(3) Make the talk reasonably brief

The listener is encouraged to:
(1) Answer the telephone correctly
(2) Listen carefully for the question
(3) Answer the question in statements (not by yes or no) and be sure to get the point of the question

The teacher may suggest ideas for the telephone conversations, such as:
(1) Give an invitation to a party, for lunch etc.
(2) Ask about a new toy, pet, trip, etc.

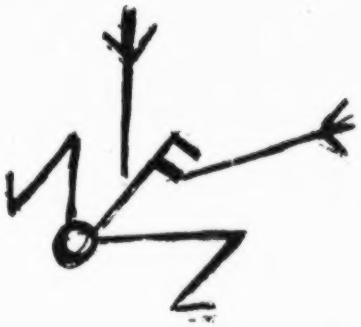
The child should now become the operator.

DISCRIMINATION



SINGING SOUNDS

To introduce "n" sound, sing na - na - na to the tune of London Bridge or any other familiar tune. Children will hear sound as they sing it. Use other beginning sound-symbols as they are introduced. For exemple; sing too - too - too for "t" etc.



Listening Game

Game can be played at end or beginning of rest period while children are prone on mats. Teacher plays C scale on piano, beginning with middle C. Children raise legs as tones get higher so as to make right angle with legs and body when high C is reached. Lower legs as teacher returns to middle C. Vary game in many ways by using one leg, arms, one arm, head, tempo changes, stopping half-way up, etc. This game can also be played standing up. With children having deep-seated motor and auditory problems, start with 3 tones: 1, 5, 8, etc.

High-Low

Strike two notes on instrument. Stand at high note. Squat at low note. Use terms "high" and "low" and gradually use notes that are closer together in pitch.

Missing Note

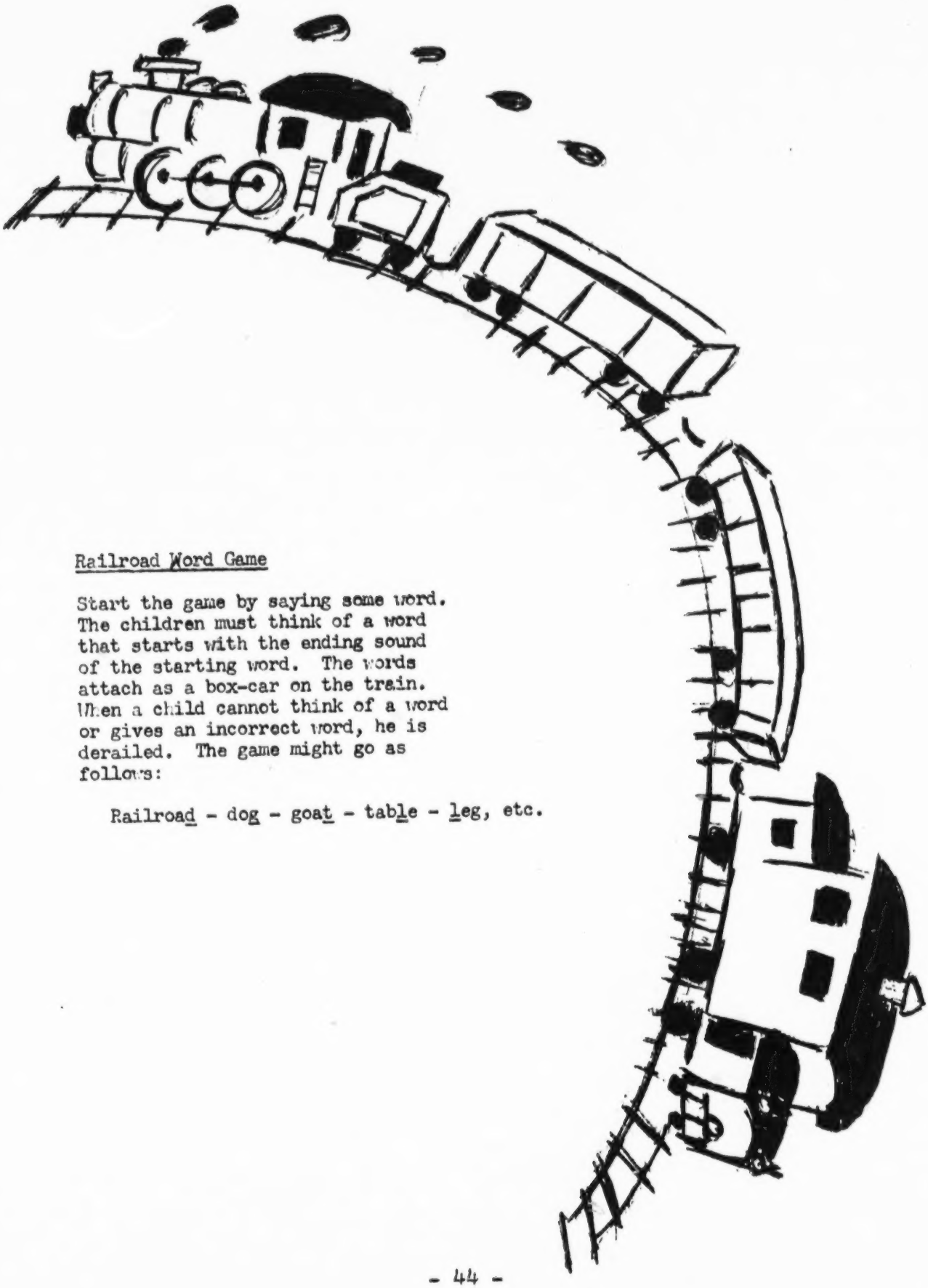
Have children listen to simple tune of five tones (you may start with three.) After hearing tones, omit one, and have children fill in the missing tone.

Near-Far

One child leaves the room. Hide an object. Child returns to the room and children clap loudly as he approaches object, or softly as he moves away from it.

Octave

To help teach differences (high-low) in pitch, give out a set (one octave) of bells - one to each of eight children. Let each child get himself in the right order (from low "do" to high "do") by listening to the sound of his own bell compared to the sounds of the other bells.

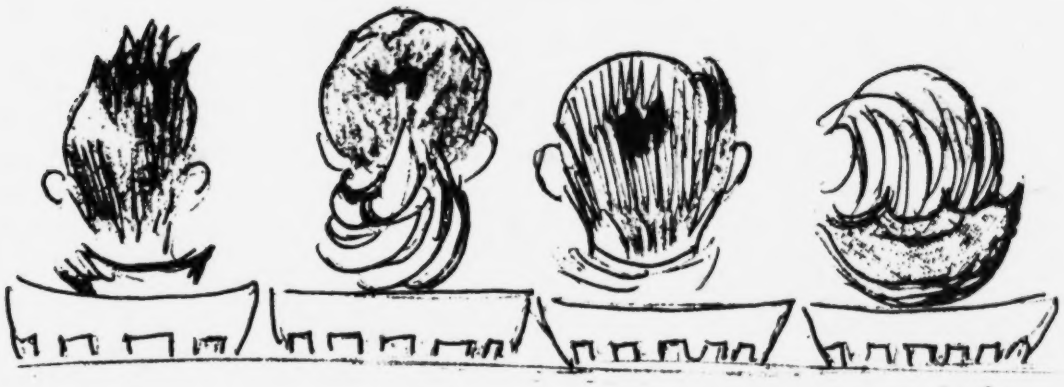


Railroad Word Game

Start the game by saying some word. The children must think of a word that starts with the ending sound of the starting word. The words attach as a box-car on the train. When a child cannot think of a word or gives an incorrect word, he is derailed. The game might go as follows:

Railroad - dog - goat - table - leg, etc.

IMITATION AND ARTICULATION



Quiz Panel

Place 4 chairs in front of the room for the members of a quiz panel. Pronounce a word for one panel member. He must give a rhyming word. For example, the teacher says "star". Panel member might say "car". The teacher then gives the next panel member a new word. When a panel member misses, he must choose someone to take his place.

Fill In the Missing Phrase

In reading or telling familiar stories, have children fill in oft-repeated phrases or sentences: Gingerbread Boy, Woman and Her Pig, Henny Penny, Three Billy Goats Gruff, Three Little Pigs, Alligator and the Monkey, Little Orphan Annie, poems with refrains, etc.

Just Like Me

Children bring snapshots of themselves from home. Put all pictures of children whose names begin with "B" sound on a large sheet of colored construction paper. "Billy, Barbara and Bob like things that begin with the "B" sound. I wonder why? Let's see how many things you can think of that begin like Billy, Barbara and Bob". (Write ideas on board). "Tonight, at home, ask your mother if you can cut some pictures from a magazine. See how many pictures of things that begin with the "B" sound you can find. Bring them to school tomorrow and we'll put them here with the pictures of Billy, Barbara and Bob". Place pictures on construction paper and, with children's help, label each. This game can be continued with other sounds and can be used with initial, medial or ending sounds.

Riddles to Act Out

"I rhyme with rake.
I'm long and wiggly."

"I rhyme with laugh.
My long neck helps
me find food up high."
etc.

Rhyme-Clap

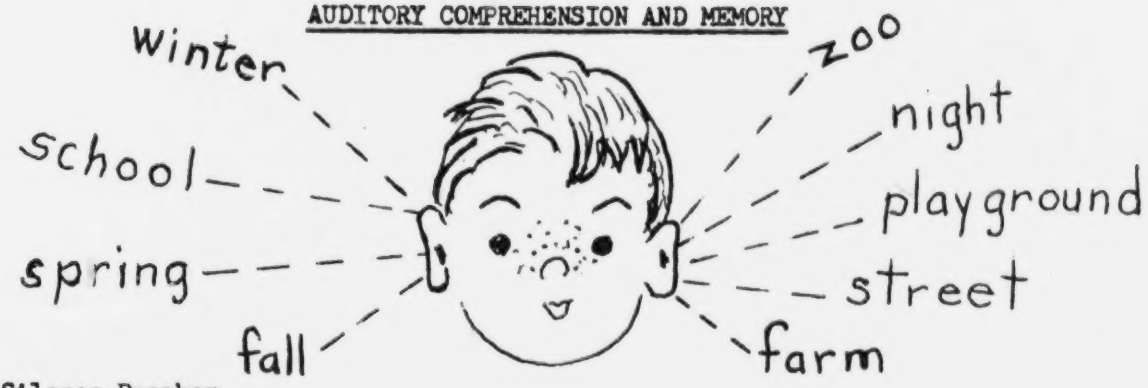
Give children a word. Say it together. Repeat list of other words. Children clap when they hear a word that rhymes with the word you have given them.

Rhyming Riddles to Sound Out

"I rhyme with log
And I say_____,"
(bow-wow, woof)

"I rhyme with luck and
I say_____,"
(quack-quack)

AUDITORY COMPREHENSION AND MEMORY



Silence Breaker

Follow at times with eyes-closed period where as many sounds from surrounding environment as possible are identified.

Use the following as memory-stretcher games, having each child repeat ideas already given (in order) and then add his own:

"What sound would you hear if you were...

On a farm.
In the classroom.
In the school office.
At the zoo.
Waiting to cross the street.
Awakened at night or early in the morning
(in the spring, summer, winter, fall).
Riding in a car on the highway.

Tape Fun (Listening Station Activity)

Prepare a worksheet with the pictures of several objects and/or animals. Make a tape of the characteristic sound each object or animal makes. Preceding each sound on the tape, give the children instructions to indicate which sound matches the pictures.

1. Put a red X on the animal that makes this sound. (Children hear a dog bark--there is a picture of a dog for them to mark.)

2. Draw a green ring around the object that makes the sound you hear this time. (Children hear a car motor -- they mark the picture of a car.)

Tape Time

Tape a story. After the children have listened to the tape, direct an activity to test children's ability to listen for comprehension.

Who or What?

Record musical themes or bits of slogans from radio or T.V. shows that are very closely identified with a person or product. See if the class can guess the person or product.

PACK MY SUITCASE

The first child starts the game by saying, "I packed my suitcase to go camping. I packed pajamas". The second child repeats this statement and adds one article. The game proceeds until 5 articles are named in proper order. The game starts again.

GOSSIP

Choose 3 children to leave the room. The class and the teacher decide on a simple statement. The three children return. A fourth child is chosen from the group who in turn whispers to the second child. He whispers to the third child. The last gossiper repeats the sentence out loud. Continue until all children have turn.

TELEPHONING THE GROCERY STORE

Grocer listens while various children dial toy telephones. When he hears some child dial five numbers, he answers his telephone. He takes the grocery order, while his clerks listen.(grocer might repeat each item as he pretends to take the order). The clerks must remember three items that the customer wishes. They fill the order and deliver it to the customer.

LISTEN, REMEMBER, DO

To help improve memory, have the children do a series of silly things. Give directions, starting with one or two, such as:-----

a. Go get a bean bag
b. Go get a bean bag, put it on the blue chair.

The number of directions should be increased, as the children lengthen their ability to remember.

DO YOU KNOW ?

Tape sounds at home, such as coffee perking, timer buzzing, water running in the sink, door squeaking, etc. Have a daily game identifying "Sounds of the Day".
Play several times before letting children guess the answer. Replay after answer is given. Sounds of the Outdoors, Sounds in the Schoolroom may also be used.

VISUAL

OBJECT IDENTIFICATION

Materials

Toys
Plastic Fruit
Dolls
Boats
Science Table Items
Pictures and Photographs
Furniture
Animals
Wheel Toys
Dinosaurs
Hobby Collections
Show and Tell Items

Card Slap

Make a deck of picture cards. All of the cards are different with the exception of four which are alike and are called the slap cards. The cards are dealt to the players and are kept face down. When the slap card is turned up, each player tries to be the first one to put his hand over the cards in the pool and says "slap." The cards in the pool are then added to his pack. When a player's supply of cards becomes exhausted, he is automatically out of the game. The person who has all the cards is the winner.

Find the Object

Place a small round table in a circle of children. Place on the table about ten different objects. Then choose five children to be blindfolded. Give each child their name tag with a piece of tape on the back side. Whisper the name of one object on the table to each child. They must locate their object by feel and attach name.

Before they remove their blindfolds to see if they selected the right object, they must tell why they chose it. For example, if the teacher told them to find a ball, they must say, "It is a ball, it feels round;" "It is a toy car, it has four round wheels," etc.

AWARENESS OF GEOMETRIC SHAPES

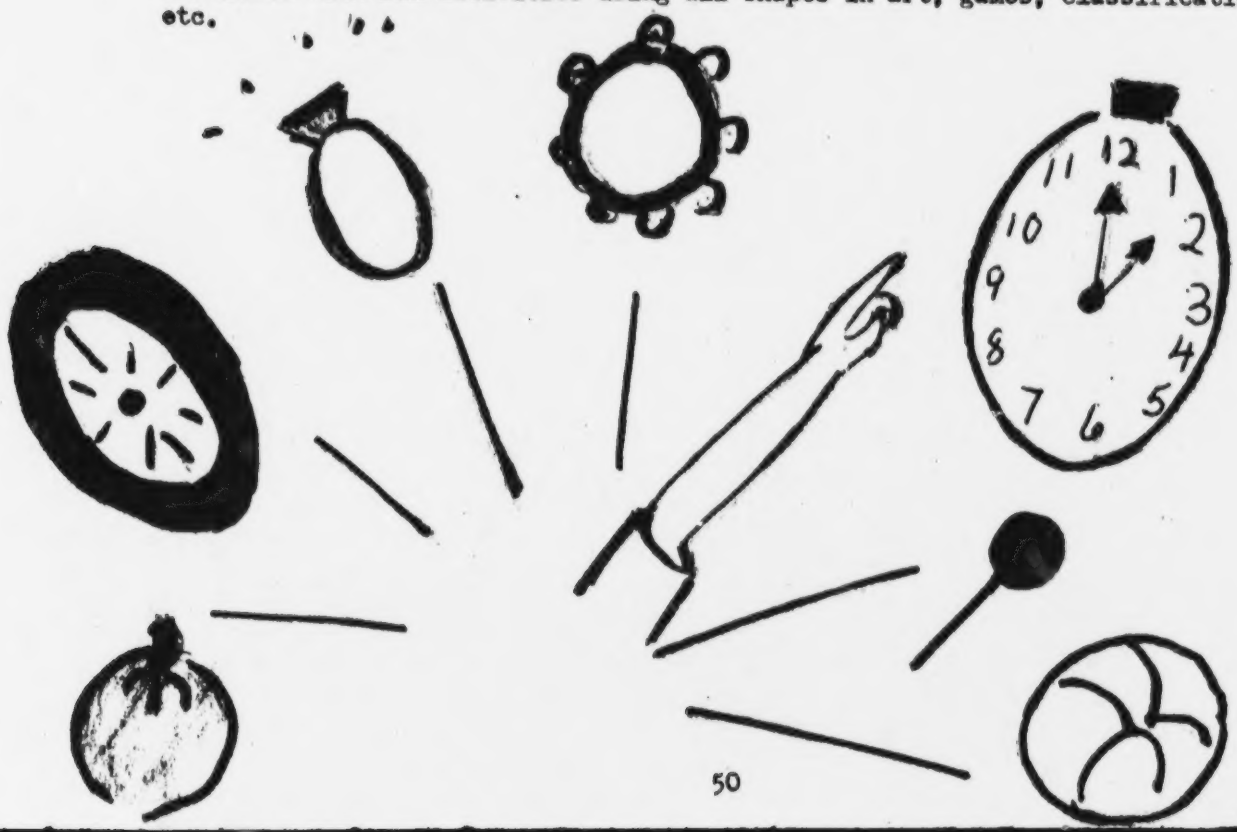
Awareness of geometric shapes should not be taught until children have had many experiences with activities preparing them for recognition of geometric shapes (listed under gross motor activities.)

To determine if children can identify geometric shapes (circle, square, rectangle, triangle, and diamond) some screening should be given the group so that the teacher can decide which children need direct teaching activities and which can benefit more from reinforcing activities.

A working outline for building the concepts of geometric shapes follows:

1. Teach name of the shape noting the characteristics.
2. Develop physical awareness of shape with games, walking through patterns, example: (Feeling inside and outside).
3. Have children recognize shapes in the room, with their toys, etc.
4. Reproduce shapes, using templates, patterns. Try to draw or cut free hand.
5. Use each shape creatively.
6. Use delayed recall in such things as conversation games.

Culminate with fun activities using all shapes in art, games, classifications. etc.



ACTIVITIES FOR TEACHING GEOMETRIC SHAPES

The following activities may be used for teaching all geometric shapes. There should be many sizes and color of each particular shape. They may be placed on bulletin boards, hung from the ceiling or otherwise displayed around the room.

The teacher should have a large collection of objects representing the shape to be taught, for the children to feel and play with. A collection of objects to represent circles for example, would be hula hoops, embroidery hoops, bracelets, jar rings, finger rings, curtain rings, etc.

Objects that have outlines that can be felt by tracing inside and out are most meaningful.

Large shapes may be drawn on the floor for children to walk on. Circle games of all kinds may be played. Be careful to stress making a round circle or a square, with equal sides. Games may be modified to form squares, rectangles, triangles, and diamonds.

Many activities involving arms, hands, fingers, and even the whole body can be invented by the teacher and the children to emphasize shapes. A few suggestions (using the circle as an example are:) Make circles to hold a big ball, or watermelon, a tiny ball or marble, a small rubber ball or softball, a great big tree, the big trash can at the park. Children will begin to see that two people or three are sometimes needed to make the circle. All activities can be used with other shapes.

In recognizing shapes of familiar objects, have a number of objects the child is familiar with around the room. Sometimes it is hard to find squares and diamonds in the room. In such a case the teacher will have to anticipate and place a few in plain view of the class. You may need to provide a yardstick to determine if the shapes are squares, or rectangles.

Templates of two sizes used as stencils are good to use at the chalk board and on drawing paper in learning to reproduce shapes. Help child at the chalk board to learn to hold chalk properly to keep from squeaking. Trace inside the stencil moving clockwise and counter clockwise. Start with preferred hand, then let him try the non-preferred hand in the same manner.

Make dots on the board, have the child put the template of the circle against the board with the dot touching somewhere on the circle. Starting on the dot, have child make one circle. Move the template so the dot comes on a different place. Make another circle, continue the exercise until the child has made a design that interests him.

Using the same idea, make squares with the dot at a different corner each time. This may be done with rectangle and diamond, and the triangle.

Different objects, such as cans, blocks, spools, cups and saucers, may be used as patterns to make shapes. Patterns of shapes may be cut from tag-board by the teacher. Shapes may be cut out of colored paper by the children. Circles may be suckers, balloons for a clown, Jack-O-Lanterns, apples on a larger green circle for a tree, faces, etc. The same can be done with the other shapes.

Circles may be drawn and cut free hand.

Delayed recall is an advanced activity and should be used to clarify concepts. There are many games, such as, "My Ship Came Home Laden" with something that is a circle, (not a sphere.) By now children should know so well what a circle is, and the same for other shapes, that he is able to understand that solid objects have different dimensions. They should be able to name things that are true circles, squares, triangles, rectangles, and diamonds.

Culminating or Review activities on geometric shapes could include making a mural of an old-fashioned train using rectangles, circles, squares, and triangles cut from colored construction paper. Some children might make smaller individual trains.

Give each child six straws or peg-board sticks of equal length. Direct the group to make different shapes. Start with a square, remove one stick to make a triangle or add two sticks to make a rectangle. A group activity could use the same idea. Divide the group into teams. Furnish each team with six sticks (such as rhythm sticks). Give a direction and have teams to compete, making the shape on the floor. Points could be given to the teams for time and well constructed shapes.

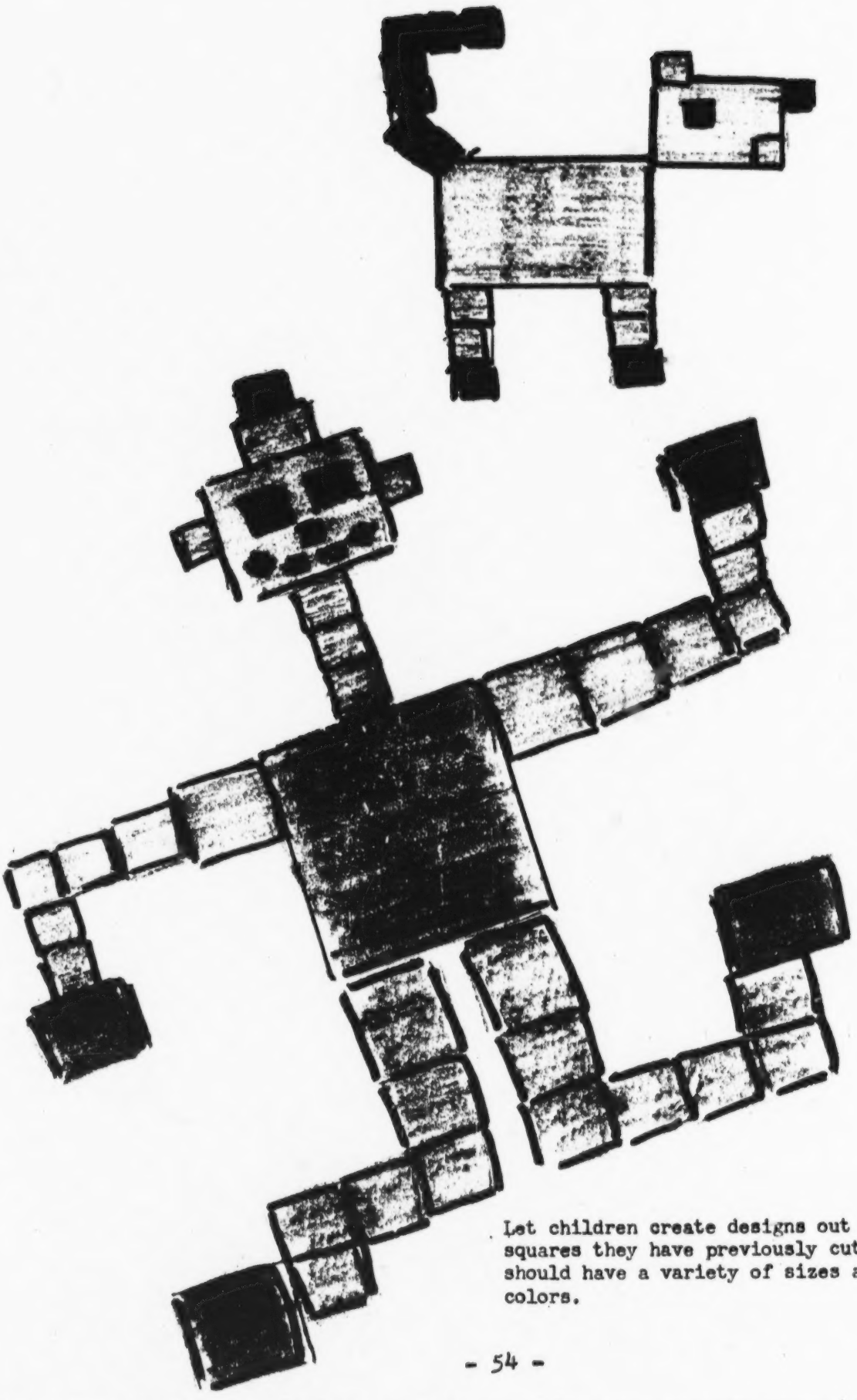
Assemble a large collection of construction - paper geometric figures varying in sizes and color. Let the children paste them on paper to make pictures and designs of anything they would like.

BUILDING A SANDPAPER HOUSE

A group flannel board activity can be developed by building a sandpaper house. The teacher must first prepare a sandpaper house. The windows, roof, chimney, and door should be made of different sizes, shapes, and textures of sand paper. Make each shape in duplicate. Prepare additional geometric shapes which do not exactly match those of the house.

Distribute the shapes to the entire class. Display the teacher's sandpaper house before the entire group. Starting with the roof, ask all the children who think they have the roof shape to come up and place it on the flannel board. The children must discover the identical roof matching size, shape, and texture. Use this pattern to complete the children's house.

Change the activity by using a scarecrow, turkey, clown, truck, or whatever may be of current interest to the children.



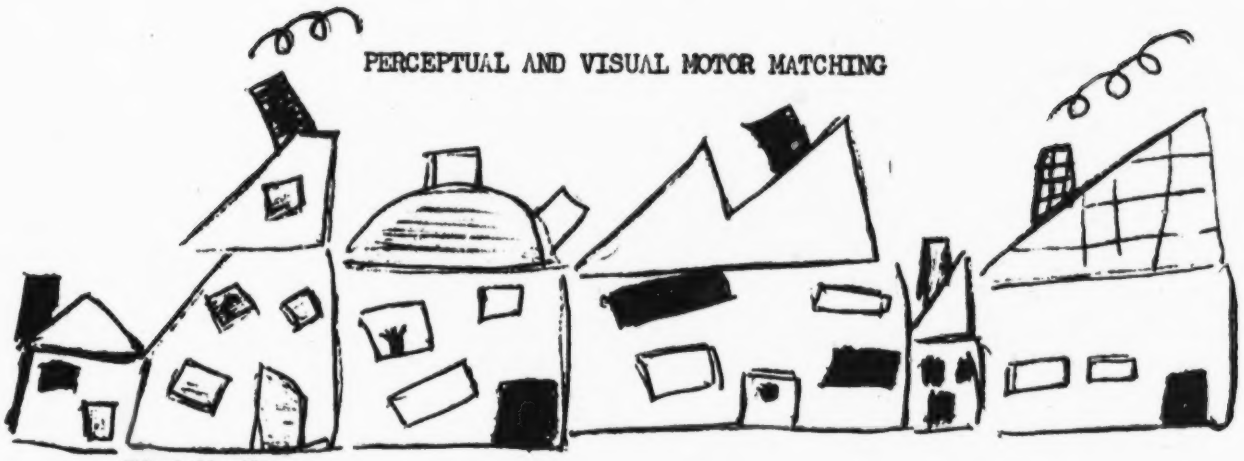
Let children create designs out of the squares they have previously cut. They should have a variety of sizes and colors.

MOBILE

Expose children to geometric shapes. Have a supply of Elmer's glue and string, tongue depressors, paste sticks, popsicle sticks, and various size jar rings. Let children make triangles, squares, rectangles, etc. from the sticks. Use the jar rings for circles.

Children may experiment to discover the different arrangements which could be used for a perfectly balanced mobile. Attach the hanger in a permanent location where children may be free to experiment daily, to change the mobile.

This mobile activity could be carried over into seasonal activities or units. For instance, the different sizes, and weights of circles, for pumpkins, or clown faces for Halloween.



Find My House

Have children cut out a house using different colored pieces of paper, adding windows and doors, chimneys and any other decoration they may wish.

Have the children paste the houses in a row on a long piece of wrapping paper, which they may pretend is a street.

Play a follow-up activity by having each describe his house, pretending he is the host. The children in the class could be policemen volunteering to find his house and take him home. Later, people, cars, trucks, etc., may be added.

The same visual activity could be done with many different creative media in the room.

Pegboard Copy Game (Follow plan as outlined in Kephart's Slow Learner in the Classroom p. 266)

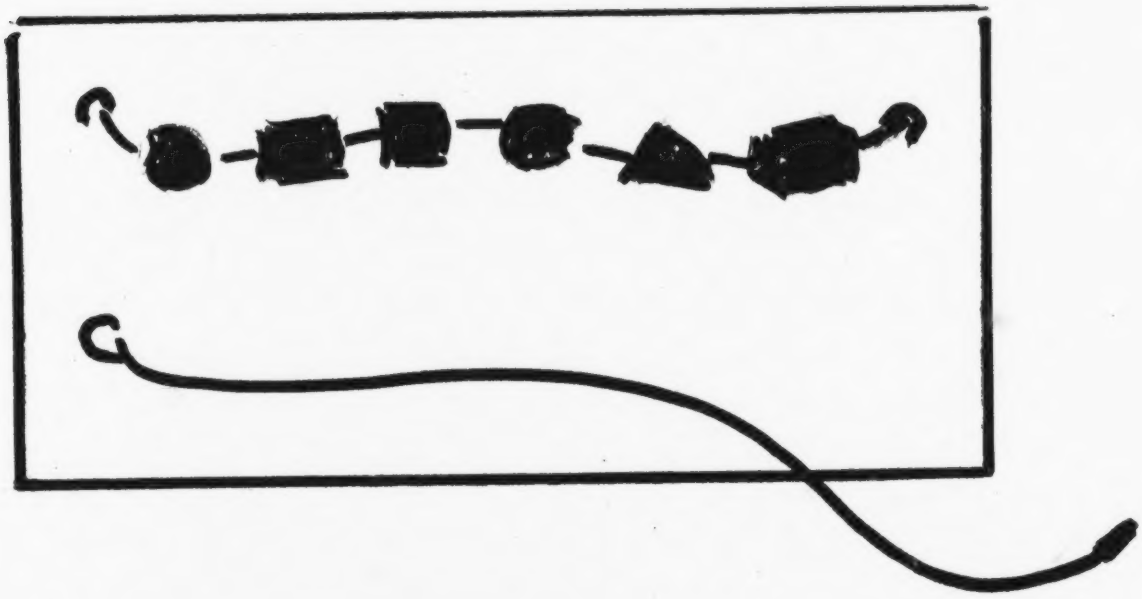
The teacher makes a design on a large pegboard (on stand) using colored pegs. She could outline design with string, letting the children see the design as a whole. She discusses it, and then removes the string. The children then attempt to duplicate the design on their own pegboards. Children can check their own design by looking at the model. The model is later removed to make the activity more difficult.

For motivation, give a child who has completed his work correctly a string to put on his design.

Camera

Introduction to the class by the teacher: "The game we are going to play is called 'Camera.' All of you will shut your eyes while I draw a shape on the blackboard. When I say 'click' you may open your eyes and 'take a picture' of the word on the chalkboard. You will need to take the picture very quickly because I will erase the word as soon as you open your eyes. Then I will ask someone to 'develop his film'. This person will then come draw the picture he saw on the blackboard.

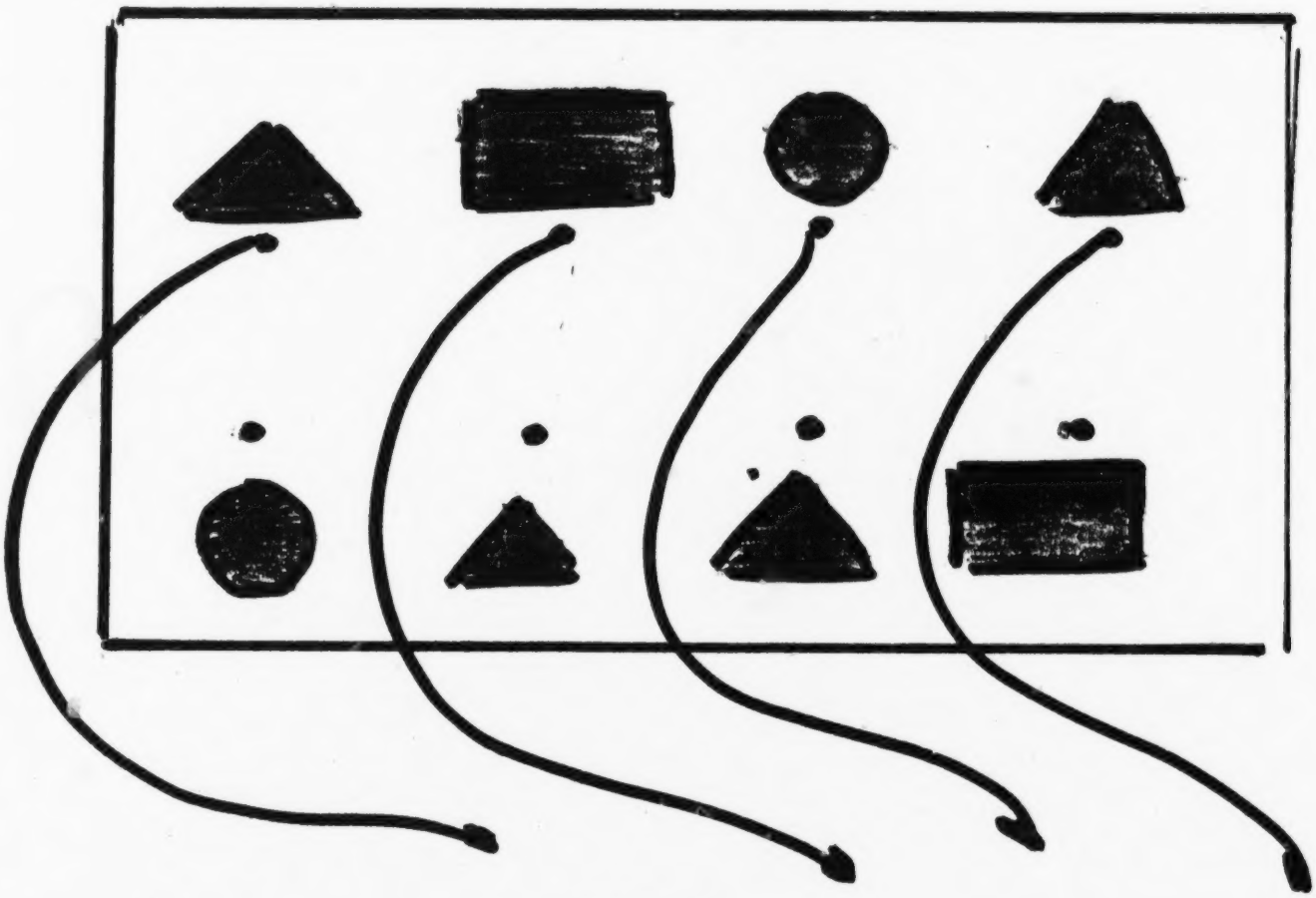
(These shapes could be drawn with a Magic Marker on 9 x 12 tag board instead of being drawn each time by the teacher. i/t/a sound symbols might be used instead of shapes.)



MATCH THE BEAD

String various shaped and colored beads on a shoe lace which is attached at the top of a card. Attach a second string at one end, and make a hole for the loose end. Provide a collection of beads making sure some are identical to the ones on the top string.

Individual children match beads to make the same bead pattern on the bottom string.



MATCHING

Draw a row of geometric shapes across the top of a cardboard. Draw identical shapes in different order at the bottom of the card.

Attach a shoe lace under each figure in top row. Punch holes over each shape in bottom row for loose end of lace. The child matches figures with string.

Other cards could be made with pictures from books or magazines, numbers, or sound symbols instead of the shapes.

The activity can be made increasingly more difficult by using pictures that develop relationships. For instance; match a mother animal to her baby, wheels to the correct vehicles, number combinations to the correct answers, etc.

Clothes Line Game

Hang articles of clothing on a line. Instruct all the children to study the arrangement.

One child is then chosen to leave the room. Another child makes a change in the arrangement of the clothes. The missing child returns to the group and tries to discover the change.

Other arrangements could be to hang articles in the same classification together, for instance; glove with mitten, two types of overshoes, inside out with outside out, stretchable with unstretchable, boys clothing with girls etc. Always make some change while "It" is out of the room. Accelerate the difficulty of this game according to the ability of the children.

Find It

Paste or draw the same picture or shape on two 9 x 12 cards. Continue until about 25 or 30 pairs of cards are assembled. Some cards could also have sound symbols on them. Divide the class into two, three or four teams. One child from each team keeps score on the chalkboard. Scatter one set of cards on the chalk ledge, window sills, or various places in the room. The teacher holds up a card and the first child on the first team takes it and places it on the matching card. The teacher then gives a card to the first person on the next team, and so on. If a player puts a card in the wrong place, the next team tries. For each correct placing of a card, a team scores one point.

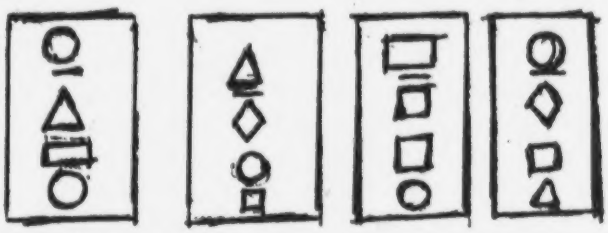
Feel the Shape

Have a box of geometric shapes. Place one of the shapes in a child's hands (behind his back). Each child tells what shape he has without seeing the object.

Stitchery

Paste heavy cotton yarn on picture or design on heavy construction paper. With darning needle and fine yarn, stitch the yarn at intervals.

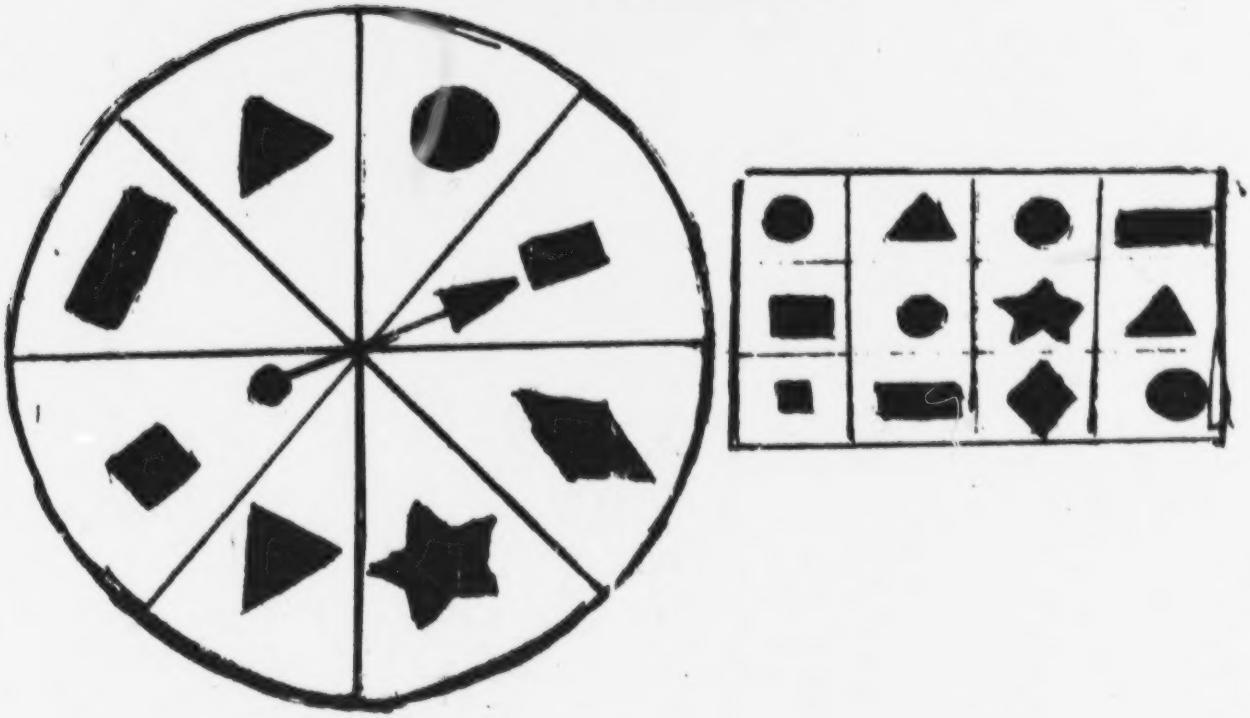
Shape-Match



Purpose: Geometrical Form Discrimination.
Material: Cards of approximately the size of regular playing cards made from tag board or heavy construction paper. There are four cards in each book. A book consists of the four geometrical forms illustrated above. The order of the forms on the cards is rotated. The first form on the card is underlined and serves as the name of that card.

Procedure: Three or more may play the game, depending on the number of books in the set. Each player is dealt four cards and the remainder of the pack is placed in the center of the table face down. Each player in turn asks another player for a particular card to be used in completing his book. If he received the card, he may call again. He continues to call for cards as long as he receives the card asked for. When he fails to receive the card, he draws from the top of the deck on the table. If the player draws the card for which he asked, he may continue his turn by asking for other cards as before. When four cards of a book have been completed, the book is placed on the table in front of the player. When the books have all been assembled, the player having the most books is the winner.

Watch the Spinning Wheel



Large cardboard wheel with pie shape sections for picture inserts is used with a spinner in the center. Make up 20 or more cards with different pictures, shapes, numbers or sound symbols on each one. Holiday pictures could be used also, for parties, etc.

One child, or the teacher, spins the arrow. When it stops on a picture or symbol, the children cover the picture which is similar to the one on the wheel with squares of paper. The child who covers up his card first wins the game and becomes the next spinner.

Rod Matching

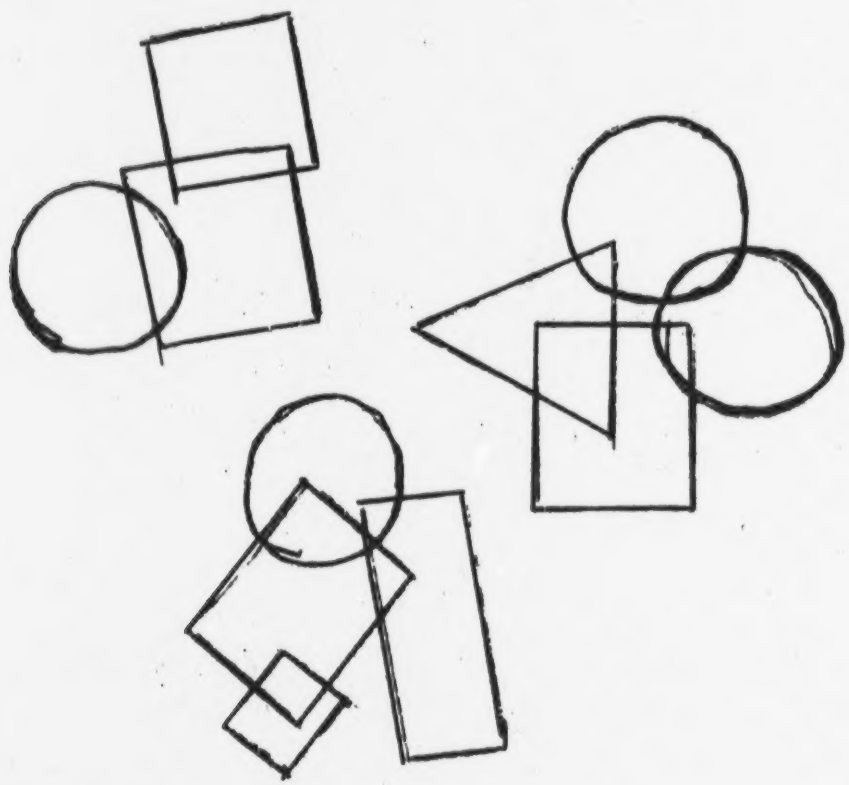
Distribute pairs of Cuisenaire rods to partners. Have the partners divide the rods equally so that each has the same color rods. The partners must hold their rods behind them. The first child holds one of his rods in front of him. The other child must try to match this rod by choosing his own, identifying it by feeling it. No peeking!

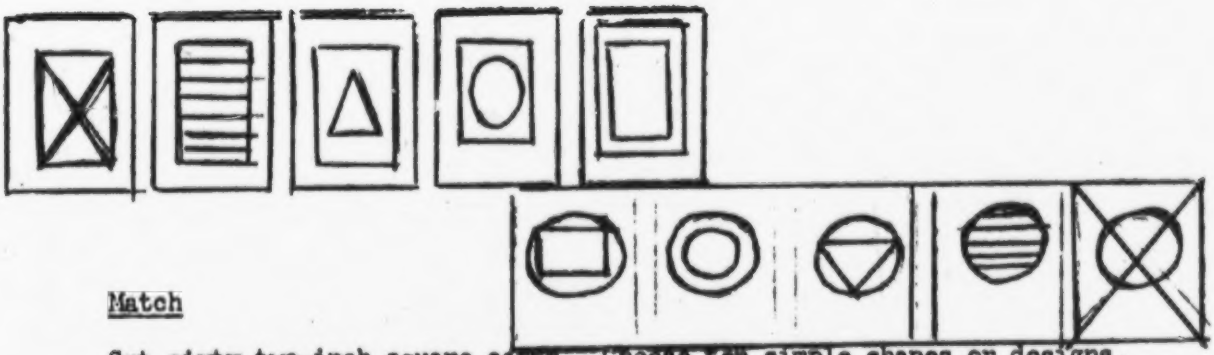
Plastic Shapes

Cut different size shapes from clear plastic, outlining the edges with different colored Magic Markers - circles in red, squares in blue, rectangles - green, triangles - black. Have children sit in a circle. Teacher places pattern of shapes drawn on a chart before them.

One child comes out and attempts to duplicate the same pattern on the floor in the circle. Be sure to have a varied assortment of shapes available from which he makes his selection. When the child is finished, talk with him about his arrangement. How many circles are there? Where is the square? Where is the rectangle? Can you trace the circles with your finger?

Different games involving the development of figure-ground perception could be played with these plastic shapes. For example, have a child make a pattern with some parts overlapping. Then after a child has examined it carefully, have him hide in the closet. Another child removes one part. Have the contestant come back and guess which part is missing. Where was it in the pattern? This same game could be played by adding a new part, or parts.



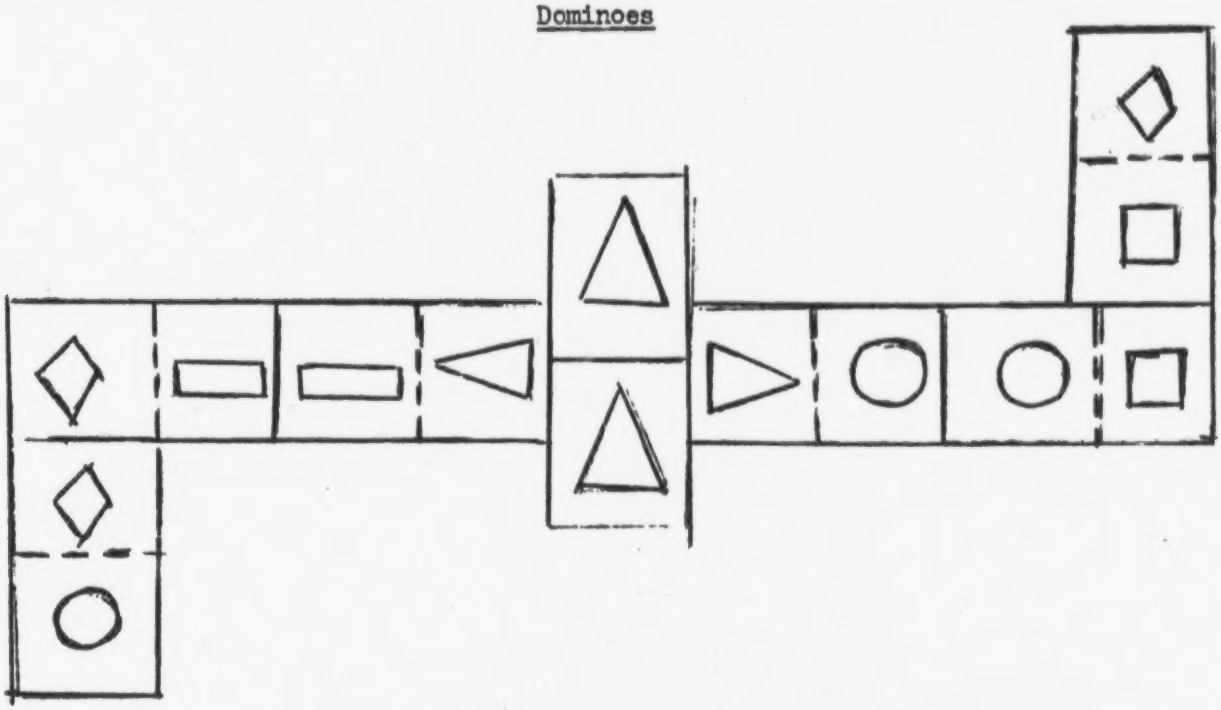


Match

Cut sixty two-inch square cards. Choose ten simple shapes or designs, and make six cards showing each design.

Four children may play. Deal all the cards, each child receiving 15 cards. Each child puts his cards face down in a pile in front of him. Each child then turns over his top card at the same time, so that everyone can see the card. If a child sees another card just like his own, he says "Match." Then the child who has the matching card gives his card to the caller. If no one has a matching card, turn over another card. This time the first child to say "match" gets all the other cards the child has turned up. The game is over when one child has no cards left.

Dominoes

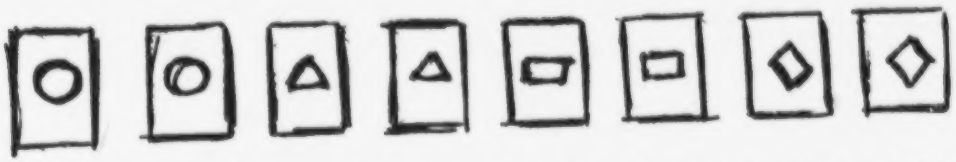


This is played with cards that have shapes drawn on them taking the place of the dots usually found on dominoes.

Fish

Purpose: Word Recognition

Material: Duplicate cards in pairs with one geometrical figure on each card made on oak tag.



Procedure: The cards are dealt one card at a time, each player holding five cards. The remainder of the pack is placed in the center of the table face down. The object of the game is to get as many pairs of cards as is possible and the winner is one with the largest number of paired cards on the table in front of him at the end of the game when all the cards are matched. The player on the dealer's left starts by asking any child he wishes for a card that matches one of the cards which he holds in his hand. For example, he may hold the and he asks someone for the "triangle." If the child asked has the card, he gives it to the first player. This player continues to ask for another card until he is unsuccessful. When the one asked does not have the card, he says "Fish," and the child takes the top card from the pack.

The game continues in like manner to the next player, etc. This game may be played with two or more children.

VISUAL DISCRIMINATION

Change-O

Draw a circle on the chalkboard. Make sure that all pupils look at it. Have players hide their eyes while the teacher changes the circle (add a line, another shape, etc.) Ask "Who can tell us how the circle is changed?" The child who describes the change correctly may make the next change. Other figures or several figures may be used. A simple, then complex design may be used.

Short to Tall

Have six children stand before group. Then ask "Who is the tallest child? The smallest? Which children are the same size? Then measure them back to back. Have six more children come to the group and arrange themselves from short to tall.

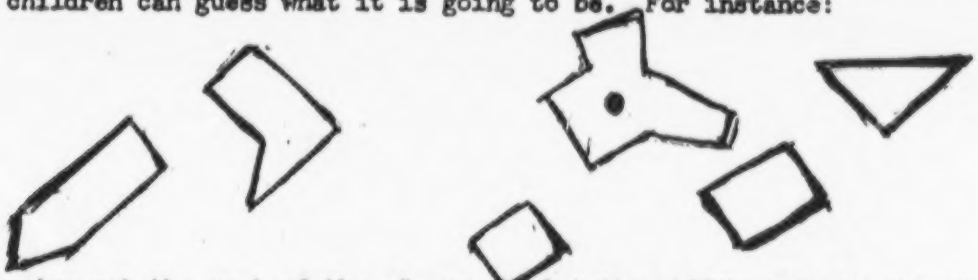
Ask "What is the largest object in the room? The Smallest? Let's measure." First with a yardstick and then with a ruler when in doubt.

Same-Different

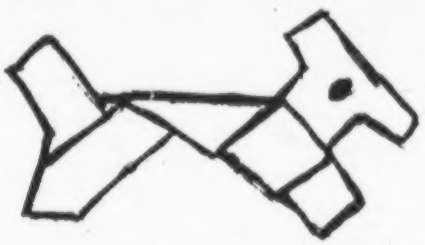
Place twelve to fifteen objects on a table. One child holds up an object. The next child holds up another object and tells why it is the same or different from the first object.

Find the Piece

The teacher makes large identical patterns of something — a dog, a house, a boat, a tree, a valentine, or shapes, and outlines the edges with a Magic Marker. The pieces are placed one at a time on the board. See if the children can guess what it is going to be. For instance:



Then give out the rest of the pieces and let the children finish the dog. When the dog is assembled, give identical pieces to different children and see if they can place the correct piece on the matching one. Let them stick them on with tape. Let each one tell about his piece.



Puzzle Game

Divide class into six teams. For Hallowe'en cut out six large pumpkins, each a different color. Cut them up jig-saw fashion, making as many pieces of each as there are people on each team. Have a race to see which team can arrange its pieces together to make the original pumpkins. This should be a relay type of race for older children. This may be used for each holiday using the different holiday symbols.

Find the Word

Play a game using words and objects. Have a picture of a birthday cake. Have the word caeke and taek on the board tray. Hold up the picture of of the caeke and say "This is for Bill. It is a _____." Let the child find the right word. Use this with many objects and words.

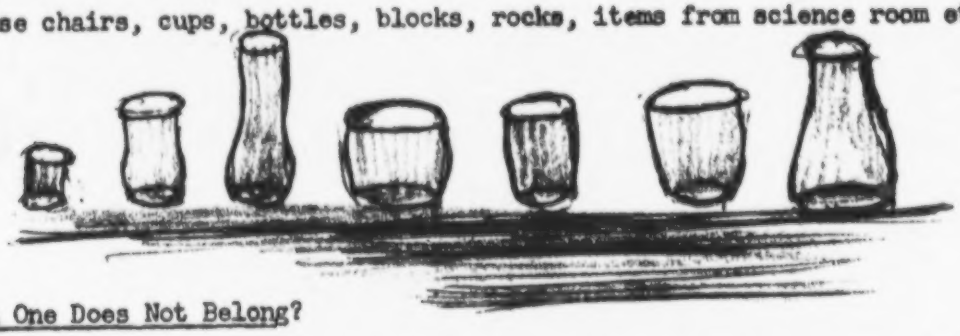
Treasure Hunt

Purpose: Matching pictures to words, and words to pictures.
Material: Box filled with objects or pictures. Word cards corresponding to pictures and objects. Golden Book of Stamps may be used.
Procedure: Place the box filled with pictures or objects before the children. Have the printed word cards arranged on the blackboard ledge. Each child closes his eyes and draws an object or picture from the box. The child must then find the word corresponding to his object or picture. The winner is the child with the greatest number of correct words.

Grouping Children (or Things)

1. How are they different?
2. How are they alike?

(Use chairs, cups, bottles, blocks, rocks, items from science room etc.)



Which One Does Not Belong?

Make rows of like objects in circle with exception of one. Have a child go out and take any object which does not belong in a particular row; thus, a row of shells - a rock; a row of gloves - a bat; a row of blocks - a stick; a row of cups - a ball, etc.

Bigger Than I

Put pictures of objects or animals in circle. Have designated children go into circle and take out a picture of something that is bigger than he is; i.e., pictures of houses, trees, a bunnie, cup, pencil, fish, bird, elephant, horse, dollar.

Beginnning Game for Shapes

Teacher has collection of geometric shapes - 2 circles, 2 squares, 2 rectangles, 2 diamonds, all alike in color and size.

Give out shapes to children to hold while teacher places similar shapes in circle. At a given signal, have children come out, place their shape on the right one, and go back and sit down. This game may be played as a race, and may be varied by having the shapes in different colors and sizes.

Sensory Experiences

Collections for tactile experience. These can be items placed in the Science Corner during the school year. The children may bring in their contributions such as seeds, nuts, materials, pieces of fur, bolts, light bulbs, bones, flowers, rocks, shells, tree bark, tree sections, ice before and after melting, screws may be of different sizes. The list is endless. Discuss and encourage tactile exploration so that the children will be curious to examine and study the item in their free time with fingers, nose, and magnifying glass.

Match the Fabric

Have two boxes filled with identical pieces of cloth, varied in texture, pattern, or color. Materials such as satin, corduroy, velvet, nubby tweeds, upholstery, nylon net, wool, cheese cloth, terry cloth, embossed cotton, could be used.

Divide the children into two teams. Have each child select one piece of material, go back to their team, facing the other team. On a given signal, one team must display their fabric and the other team may race over and find the mate to their fabric, take it and place them back in their boxes, go back and sit down. The game is over when all children have matched their fabric and are sitting back with their team. Then play again giving the other team a turn to match their fabric.

The winning team is the one who completes game in the shortest time.

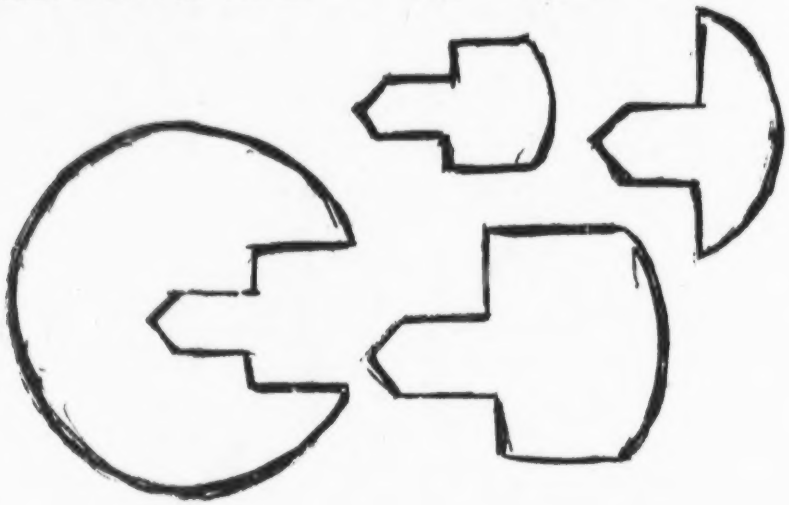
Variation of game: Divide the fabrics in two identical piles. Place one pile in a box with an opening just large enough for a child's hand. Leave the other pile exposed on a table accessible to the child's other hand.

Child must match two pieces of fabric by using one hand in the box and the other hand to feel the exposed fabric on the table. The child checks his choices.

VISUAL COMPREHENSION AND INTERPRETATION

Spatial Relationships

Cut puzzles from tag or cardboard. Use circles, squares, triangles, rectangles, octogans. Cut out segments. Out of scraps of tag or cardboard cut similar segments. Use Magic Markers to outline pieces. Each puzzle can be placed in an envelope and used by children at play time.



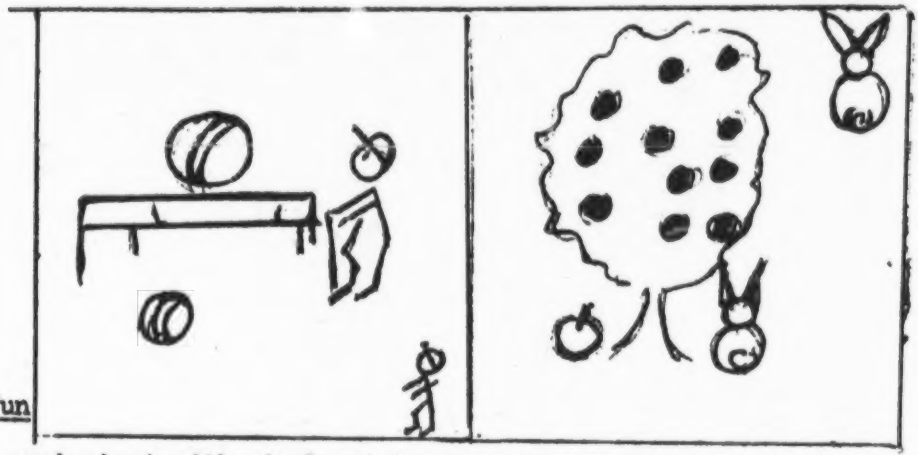
Ten High

Purpose: To improve visual discrimination and increase vocabulary.

Materials: Begin with a 9" x 12" sheet of paper on which are fastened colored circles about an inch or an inch and a half in diameter. The colored circles should be fastened with a brass fastener or a staple so that a slip of paper may be placed underneath it. A word should be printed on each colored circle and a numerical value from 1 to 10 written under each circle. The words may be those with which a child is having reading difficulty, or words which closely resemble each other and cause confusions. A set of small cards are made on which are printed the same words which appear on the colored circles.

Procedure: Two or more people may play. All the small cards are placed face down on the table. The players take turns selecting a card and placing it under the colored circle it matches. Score is kept by keeping track of the numbers under the circles. A player must say the word to get credit for it. The winner is the person with the highest score.

PERCEPTION OF SPACE



Tape Fun

Make a work sheet with simple pictures as in the above illustration. Give directions to emphasize space relations.

"Look at Picture #1. Put an X on the ball that is on the table. Put a circle around the boy farthest from the table.

"Look at Picture #2. Put a ring around the rabbit nearest the tree. Draw a ring around the apple under the tree. Put an X on the apple highest on the tree.

What Is It?

Give a child a picture of some animal. Have him give you 5 descriptive terms:

1. It has four legs.
2. It gallops.
3. It has hair all over.
4. It wears a saddle sometimes.
5. It neighs.

Inside or Outside

Have children arrange objects in room inside and outside of other things. For instance, ball in box, ball outside, doll in playhouse, doll outside, etc.

LEARNING LABELS

I Am Wishing

Assemble cards with several categories of pictures on them; transportation, fruit, vegetables, toys, farm animals, houses, zoo animals, etc. Give each player three cards. The leader says "I am wishing for some fruit." The ones who have such cards say "I can make your wish come true." The leader collects his cards. Variations would be to ask for certain cards, like "I wish for yellow fruit." "I wish for vegetables whose roots we eat." Or the leader might make a riddle of his wish.

Quick Thinking

Set up categories with similar sets of characteristics.

Animals

1.	Zoo	Circus	Farm
2.	Swim	Walk	Crawl
3.	Fur	Skin	Scales

Food

1.	Vegetables	Fruit	Meat
2.	Milk Products	Cereal	Vegetables

People

Family Community Helpers Occupations

Name one of the categories and give a child 5 seconds in which to come up with the name of something in the category. Later the child could name several things in a given time, or write his answers.

Shopping

Areas are designated in the room to represent various departments of a supermarket, department store, variety store, or any store children enjoy visiting. Children are chosen to be clerks. Department signs are placed by each clerk. The other children are given tokens which they use to buy. If a child goes to the correct department, he is allowed to exchange his token for the product (either a picture or a small object). The items may be marked with prices, and used as children learn to recognize the pieces of maney.

Tell Me Something That Is...

Keep on file a list of adjectives that are a part of your group's vocabulary. This list should grow daily. Use these as a game to help children associate properties. The teacher gives a word. A child gives a noun possessing the property that is indicated. The teacher says "Funny." The child says "Clown." The list could start with such words as:

1. Large	4. Yellow	7. Round
2. Huge	5. Green	8. Square
3. Tiny	6. Funny	9. etc.

This activity may be extended by having the children make up complete sentences using both words. For instance:

1. A funny clown is at the circus.
2. John will be a funny clown on Hallowe'en.

Guessing Game

"I am something you can find in the kitchen. What am I?" The child who is "It" whispers the correct answer to the teacher. The child who guesses the correct answer is the next "It." Other locations could be:

In the classroom
At the post office
In the grocery store
In the cafeteria, etc.

Various classifications could be:

1. Animals in the woods, zoo, farm
2. Vegetables (roots, seeds, leaves)
3. Fruits
4. Insects
5. Flowers
6. Birds
7. Toys

Vocabulary Building (Analogies using controlled categories.)

The teacher gives the sentence, leaving out the last word for the child to say:

1. A fish swims; a bird _____.
2. A squirrel climbs; a rabbit _____.
3. A snake crawls; a dog _____.
4. A big boy walks; a baby boy _____.
5. A kangaroo leaps; a caterpillar _____.

Other categories might be body coverings (skin, fur, scales, etc.), animal sounds, homes, etc.

PIAGET-TYPE ACTIVITIES

What Did You Find?

Give each child a paper bag to carry as the group takes a walk. Instruct the children to fill the bag with anything they find and wish to pick up. When the group returns to the classroom, have each child classify his objects. Ask him to tell you why he grouped his objects in this way. Allow group discussion to support his decisions or initiate change. He might classify the objects several times, by their composition, by color, by texture, etc. A museum might be made of the composite collection.

Locate

Arrange the children as on a bus or train, or, if the pupils sit in rows in the classroom, they may remain in their own seats. The teacher starts the game by saying:

1. I am thinking of someone in front of John and next to Jim.
2. I am thinking of someone behind John and across from Jim.

Later, let the children make up the problems. These activities follow with many variations: Is the clock above Mary's head? Is Mary's head below the clock? Etc.

One-to-One

Set out X number of chairs in a straight row. Ask Mary to choose the same number of children as there are chairs and have the children stand behind the chairs. Initiate group discussion of same number. Ask the chosen children to form a circle. Are there still the same number of children and chairs? How do we know? How can we be sure? Follow this activity with a similar game using seed pods. Have a child place seed pods on X number of chairs. Initiate group discussion of same. How do we know?, etc. Have a child collect pods and pile them in a tower effect. Still the same number? How do we know? Ask another child if he can arrange the pods in a different way (star-shape, bunched, etc.). Group discussion may bring out that when nothing has been added, and nothing taken away, the number of objects stay the same.

Continue these activities with other concrete materials. Match symbols on the board or in a picture with concrete objects.

One-to-One Correspondence

(Use these ideas for variations of Piaget's One-to-One Correspondence.

CUPS AND SAUCERS

FRYING PANS AND PANCAKES

Placing According to Order

Place 5 chairs in a circle. Have 4 children in the circle. "Are there enough children to go with the chairs? Place dolls with spoons, cups with saucers, crayons with paper, etc. Ask "Are there enough to go with____?" Have the children find and arrange objects.

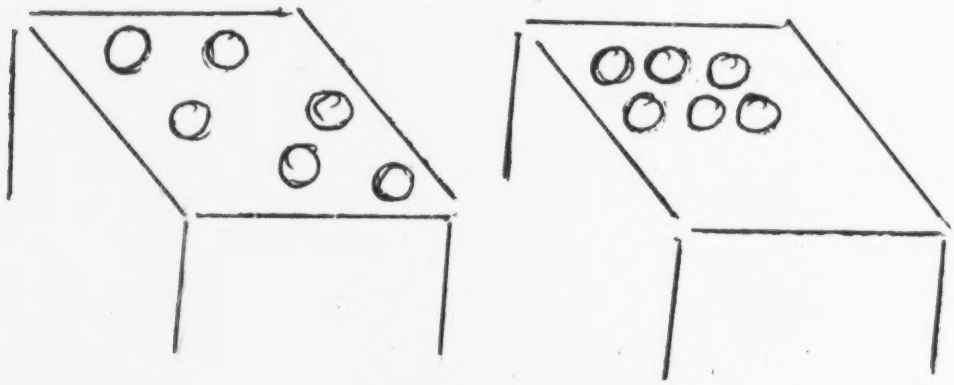
Groups of Blocks

Vary the choice of objects to fit the theme of project under way.

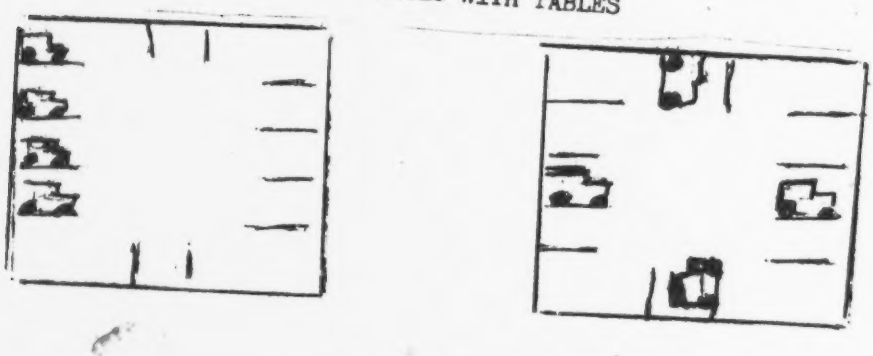
Conservation of Space

The following ideas could be used as variations for the Piaget-type activity "Cows in the Pasture" (conservation of surfaces)

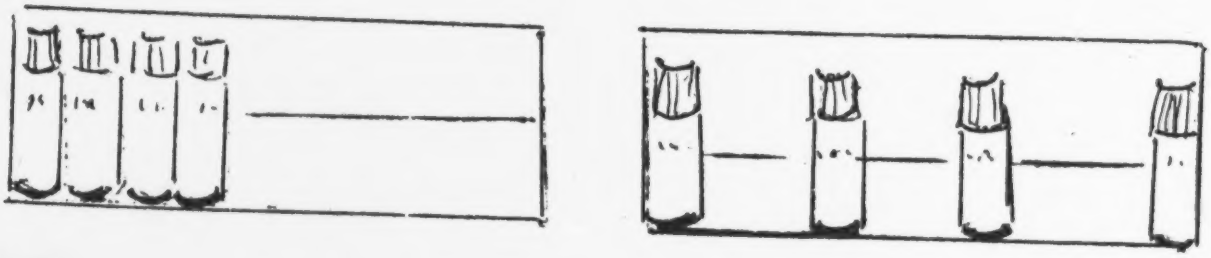
1. Paper plates with two tables
2. Card with two parking lots
3. Identical books on shelves (or blocks)
4. Groceries on grocery shelf (use identical cans or cereal boxes)
5. Cherries with two flannel trees
6. Teepees with two camping grounds



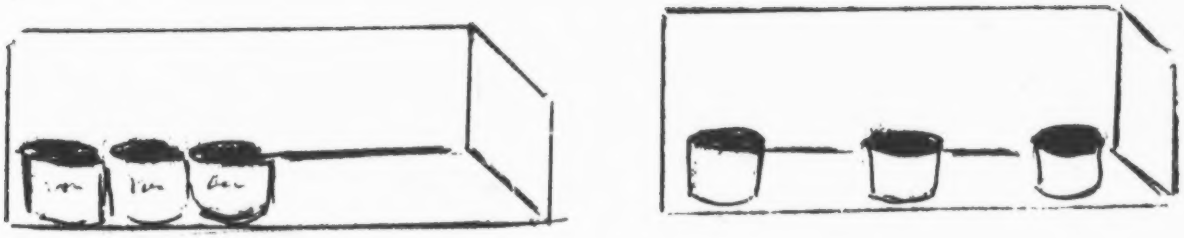
PLATES WITH TABLES



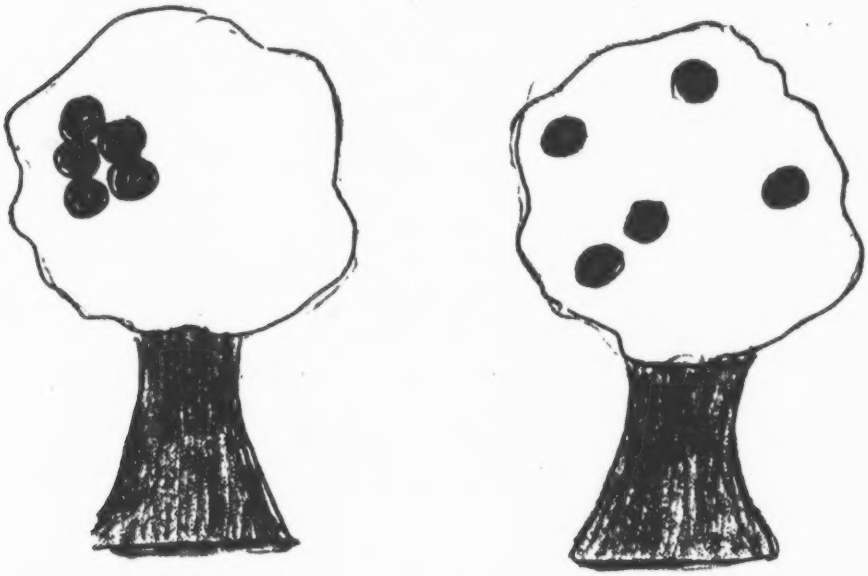
CARS ON PARKING LOT



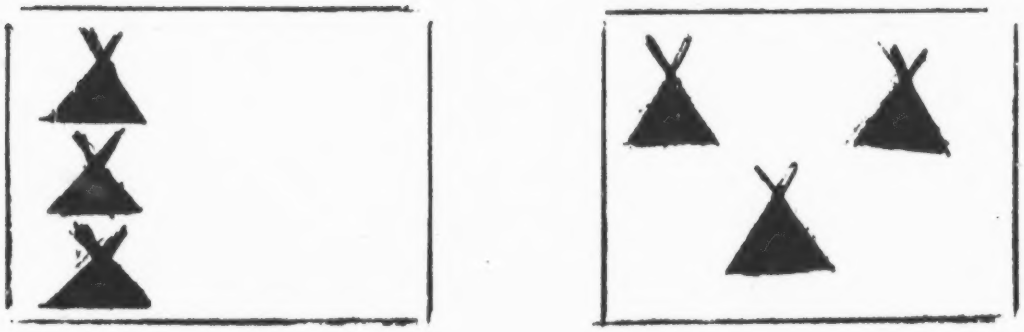
BOOKS ON SHELVES



GROCERIES ON SHELVES

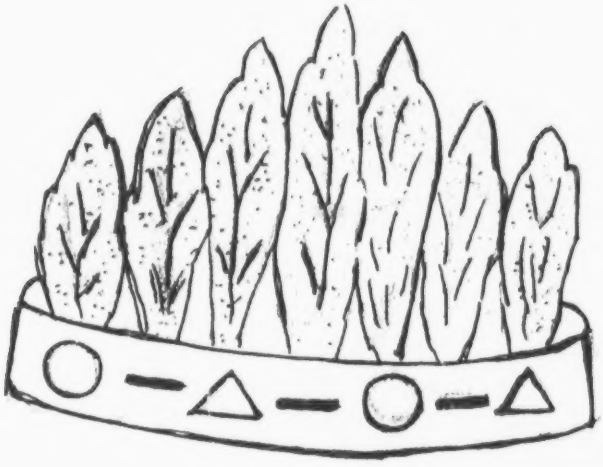


CHERRIES ON TREES



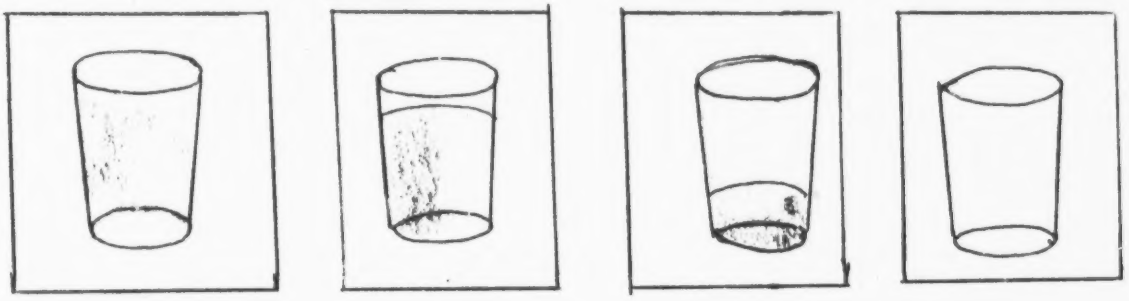
TEPEES ON CAMPING GROUND

SERIATION:



Headband

Use seven paper feathers; one long feather and three pairs (each a different height). Paste the feathers on a paper headband so that the tallest is in the center and the shortest are at the ends.



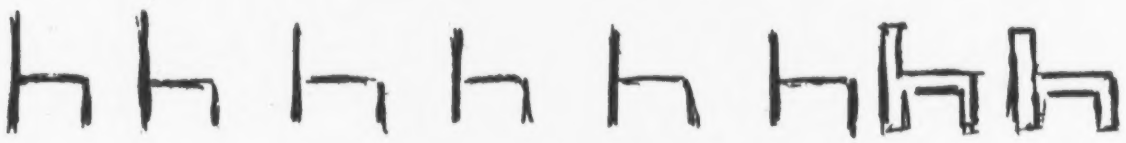
Glasses of Water

Place four glasses of water on the table before children: 1 glass full, 1 almost full, 1 almost gone, 1 empty. These could be arranged as if drinking or filling glasses. Pictures of glasses could be used. Use a puppet to initiate group story of Mortimer coming in thirsty from play.

Follow this same pattern with graham crackers, a stick of butter (made of plastacene clay), blowing up a balloon, plant growing, apple (made of ball of red clay) etc. Think up variations.

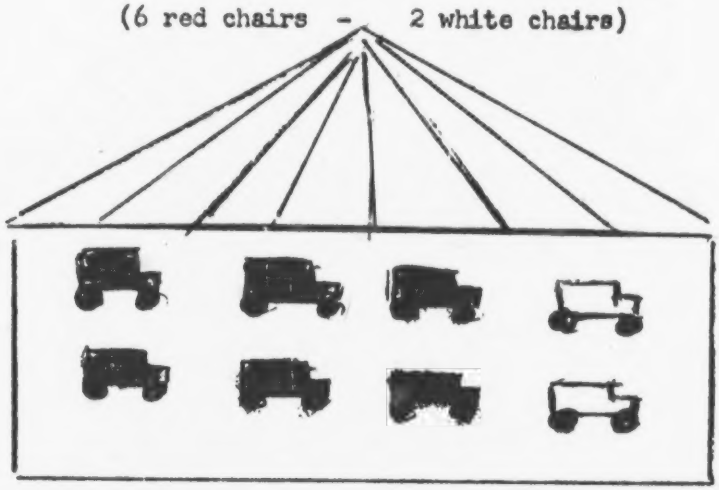
Hierarchy of Classes

"Class Inclusion" - Use these ideas as Piaget's activity "Wooden Beads."



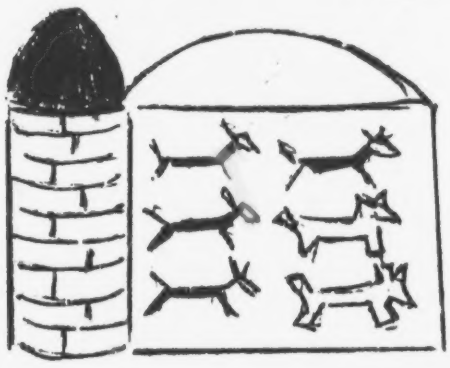
8 Wooden Chairs

(6 red chairs - 2 white chairs)



8 plastic cars

(6 green cars - 2 red cars)

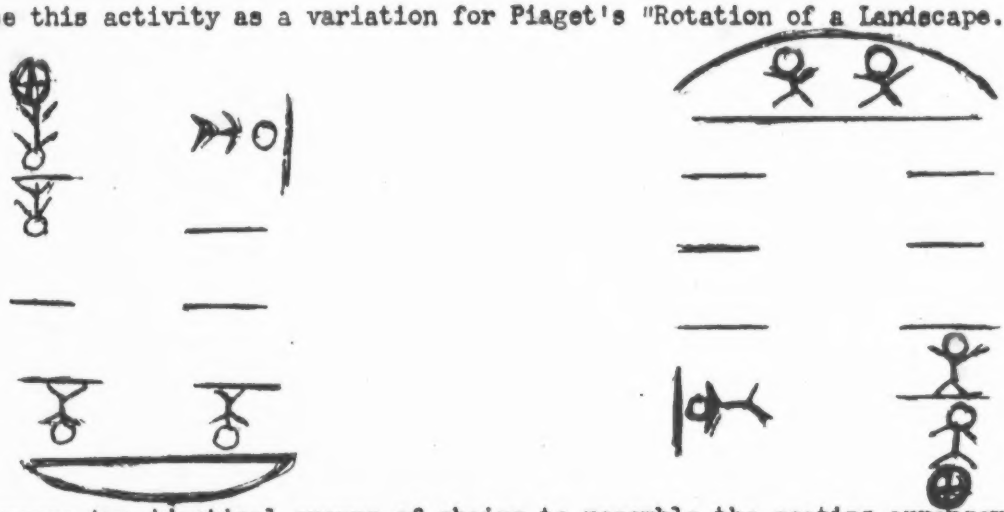


6 wooden identical animals

(4 brown animals - 2 white animals)

Rotation

Use this activity as a variation for Piaget's "Rotation of a Landscape."



Arrange two identical groups of chairs to resemble the seating arrangement on a bus. One group of chairs should be rotated 180 degrees. Have children act as passengers. Activity can be made progressively more difficult.

Reversability

Use these ideas for Piaget's activity "Balls of Clay."

1. Carpenter's Rule
2. Two cotton balls
3. Two balloons with rubber band.

CARPENTERS RULE

COTTON BALLS

A BALLOONS B

Tape Activity

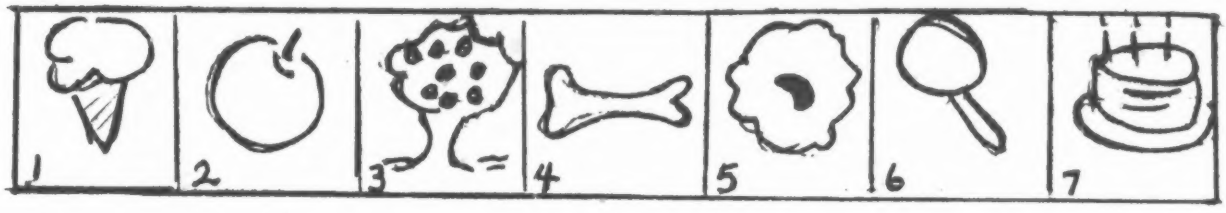
Prepare a ditto sheet for each child. Number a selection of pictures. Use the alphabet or some symbols to indicate where the child can put his correct answer. Prepare a tape giving directions for the children to follow:

1. "Put your finger on the A. Now find the picture of something you might have on your birthday. Yes, it is the birthday cake. The cake is number 7, so you put a 7 on the line by the A. I will not help you any more. Think hard."

2. "Put your finger on B. Now look at the pictures. Find a fruit. Do you see the number on the fruit picture? Put that number by the B."

3. "Put your finger on C. Find something a dog would like to eat. Put the number of this picture by the C."

Continue with the game in this manner.



A__ C__ E__ G__

B__ D__ F__ H__

Let's Measure

Have the class sit together and make a statement to them such as:

"Let's all look at the piano. Do you think it is very far away? Do you think it is close to you? Do you see something far away from you? Do you see something close to you? Let's look at the piano again. What object is close to the piano? What object is far away from the piano? Are the blocks closer to the piano than the workbench? How can we find out?" (Discuss ways to measure.)

This could be made into a game with different objects in the room, or outdoors.

Position in Space

Line up chairs in a row. Have some children sit in chairs, some behind, some in front of and some next to chairs.

Ask each child where he is. Talk about other things that are behind, in front of, etc.

Children sit facing the backs of the chairs. Have some children put their arms around the backs of the chairs. Ask how many children have their arms around the chairs. Is it the first child or the fourth child? Think of different patterns and different positions in space.

Pictures

Find pictures of scenes and let the children tell you how things relate to each other in the picture -- the bird closer to the tree, or to the house -- the flower farther away from the bird than the tree. Is it closer to the ground? Is the bird closer to the sky than the flower?

Phrase Puzzles

Purpose: to increase speed in recognition of phrases. (They may constitute a short story)
Material: Make several phrases on oak tag large enough to be cut. Have several sets in envelopes and have each set cut differently. Be sure not to cut words in two.
Procedure: Give each child a set of phrases. The child who completes his phrases first and repeats them correctly wins the race.

SEEING AND DESCRIBING RELATIONSHIPS

Memory and Auditory Game

Use old game of "Packing a Suitcase" or make up variations, such as:

1st child: "As I helped my mother last night, I set the table."
2nd child: "As I helped my mother last night, I set the table and poured the water."
3rd child: "As I helped my mother last night, I set the table, poured the water and washed the dishes." Etc.

Other situations might be: getting ready for school, fixing a lunch, objects seen on the way to school, finding insects, seeing animals in the zoo.

Who Sees My House?

This is a topic for conversation to help a child learn to relate himself to a point of view not his own. Say to the children: "Pretend you are the postman that comes to your house. Describe your house as the postman sees it."

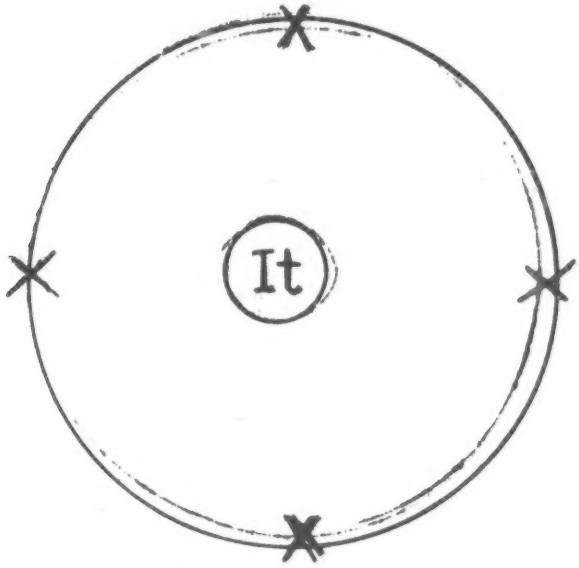
If this activity is used with early kindergarten children, the instructions should be simplified. As the children leave one afternoon, say to them: "Go home and pretend you are the postman. Look at your house. Tomorrow morning, we will pretend to be postmen. Each of you will tell the rest of us what your house looks like as your postman sees it." This activity may be changed by taking the point of view of the policemen, a neighbor, the garbage man, the meter-reading man, a pilot, a telephone lineman, etc.

Listen and Choose

Prepare interesting pictures so that they may be used on a flannel or magnetic board. Place several of these pictures on the board. Then proceed to ask children pertinent questions concerning activities shown in the pictures. If there is a picture of a boy holding a stick back ready to throw it, while his dog watches and is ready to run, a teacher might ask: "What will soon be flying through the air?" "Who likes to play games with his pet?" "Which would sleep in a small house?" Questions concerning other pictures should be asked alternately.

It's a Point of View

Choose one person to be "IT" and four people to stand in a circle around him. "IT" and the other people chosen must stand statue-like without moving.



"IT" and the teacher pick out one of the children in the circle. The class now tries to guess which child they picked by asking "IT" questions that he must simply answer by "yes" or "no". All these questions must be based on whatever is in or out of child's vision without turning his head. The questions should be similar to:

"Can this person see your _____? (eyes, toes, right hand, left foot, buttons, etc.)

Continue until enough questions have been answered so that the group can decide which child was designated.

FORMING NEW CONCEPTS

How Fast Does the Sun Move?

Find a good place in the room, on the floor, where the sun shines every day. Use colored tape or some other material, to mark the sunny spot so that the children can observe the changes that take place from day to day.

Listening for Sequence

Re-write a simple short story. Cut it in sections. Each section should end at an interesting point. Ask the child who has the beginning of the story to come forward and read it. Then ask "Who has the part that comes next?" Have children listen for sequence until the story is completed in correct order.

Fact or Fiction?

The teacher should start by using two simple illustrations, such as: "The dish ran away with the spoon." "The dish has a spoon in it." Then ask: "Which is make believe?" "Which is true?"

Let children make up sentences, progressing into short stories, such as: "One day John was in the park with his mother. He was watching the squirrels find nuts. He could not guess where Mr. Squirrel was hiding his nuts, so John decided to follow him and find the secret bank. John ran this way and that, and then Mr. Squirrel scampered up a tree. John turned to go back to his mother but -- where was his mother? John was lost. He saw a street close by, so he walked to the street. Soon a policeman drove by. John knew that this was a friend who could take him to his mother."

"One day John was in the park with his mother. He was watching the squirrels find nuts. He could not guess where Mr. Squirrel was hiding his nuts, so John decided to follow him to the secret bank. John ran this way and that, trying to follow. Suddenly Mr. Squirrel turned around and said: "John, you had better run back to your mother." So John obeyed the squirrel."

Have children make up their own fact or fiction stories.

Time Sequencing Games

Starting the day -

1st child: I get up when my mother calls me.

2nd child: First I go to the bathroom.

3rd child: Then I put on my clothes.

4th child: I eat breakfast.

5th child: I feed my dog.

6th child: I brush my teeth.

7th child: I comb my hair.

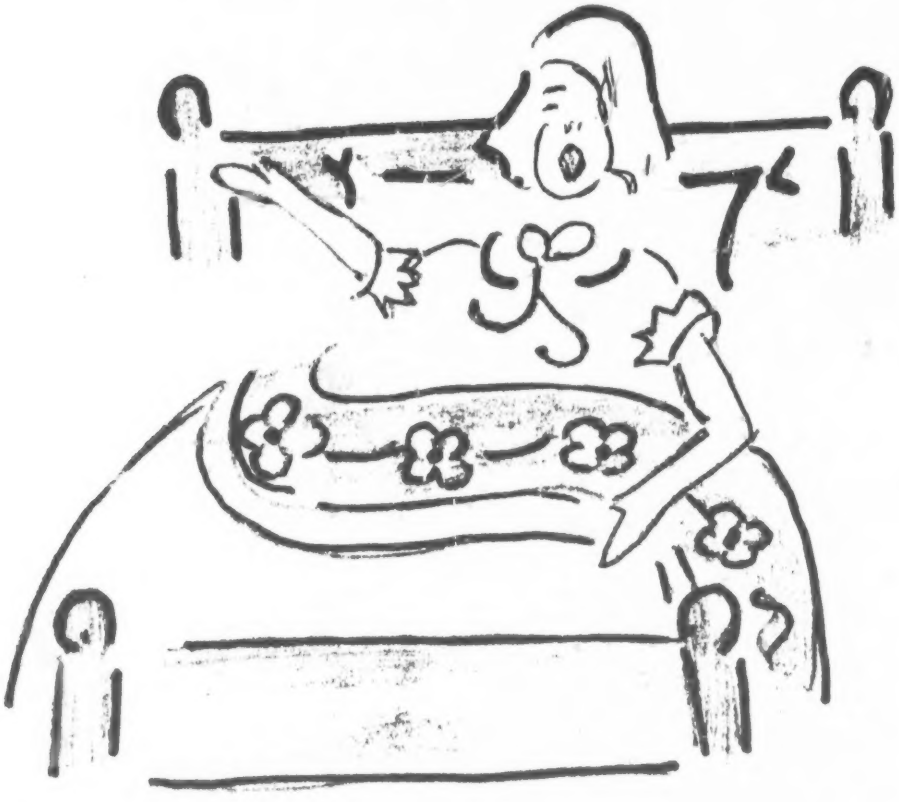
8th child: Etc. until someone goes to school.

Then start another activity such as:

"When we go on a picnic-"

"When we go on a trip-"

"When we take a walk in winter-" etc.



USING LANGUAGE PATTERNS

Devices That Implement Oral Expression

Toy Microphone
T.V. Screen
P.A. System
Telephone
Tape Recorder
Walkie - Talkie

Flannel Board
Dress-up Clothes
Costumes
Magnet Board
Plastic Sheet
Charts
Language Kits
Collections

Puppets and Stage

Stick Puppets
Finger Puppets
Paper Boy Puppets
Mitten Puppets
Commercial Puppets
Clay Puppets

Opportunities for Oral Expression

Show and Tell (structured)
Organized Dramatics:
    Role-playing, Stories, Poems, Songs
Dramatic Play:
    Play Houses, Store Activities, Block Play, etc.

Story Telling

Retell old favorites
Create new stories
Completing stories

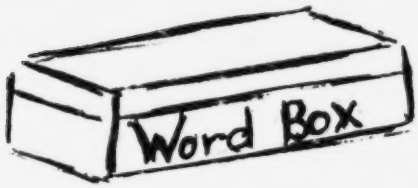
Choral Reading

Finger Plays
Poems
Chants

Conversations (Suggestions)

1. Pilot talking to control tower
2. Police talking to chief
3. Mother ordering something from the department store
4. Mother talking to the doctor
5. Child talking to a friend
6. Father talking to the service station

The ideas for different speakers are endless.



Word Box

If a child should use a new word, an unusual word, or very appropriate word during the day, the teacher writes the word, gives it to the child with his or her name on it. This is put in the word box and just before the children go home the teacher removes the cards to show to the children. They discuss the meaning and the different ways in which each word can be used. This encourages the children to think of different words. The child puts the word in his show box in his locker. He can keep his words during the school year and he becomes very proud of his collection.

A chart can be placed somewhere in the room with his words on this list. During the day the child can check off his words on this list.

During game time the children can have fun finding their words on the list.

Another game could be played where the children scatter their cards about in a circle. When the teacher calls out a child's name, he runs to the circle and must read his word and then pick it up.

Later the children can use these words in sentences.

Action Words

Read a short story to the class. Have children listen for action words. At the end of the story, the children enumerate all of the different action words. These could be written if the class were that advanced.

Substitute for Language Master (if this is unavailable)

A suggestion for children who need help in speech is that of putting endings on words. We can't all have a Language Master machine, so make cards with words which are causing difficulty for the child. Use two or three children who speak well to play the role of the teacher. Have them work with the child or children who are having problems.

LANGUAGE PATTERNS

Find What I Have Found

Cut a hole in two boxes that have identical contents, such as; nails, small toys, chalk, paper, gloves, rings, balls, triangles, bells, etc.

Have a child go to one box, and pull out one object. Let him identify his object in a complete sentence, such as; "This is a nail". "It is hard". It is pointed". Then choose another child to go to the second box to see if he can find the mate to his object by touch. If he can, he must say, "I found the nail".

Guess Again

Assemble a collection of various articles in a box. Have the children sit in a circle around the box. One child is chosen to leave the room. While he is out, each child in the circle, takes an article and hides it somewhere about his person. If there are not enough articles, some children pretend they have hidden articles. The child outside is called in and stands before someone in the circle. That person says, "What have you come to get? The guesser replies "I have come to get the _____" naming one of the objects from the box. If the child has the object named, he says "You came to the right person. If he doesn't have it, he says "You came to the wrong person".

Language Pattern Games

1. The teacher chooses a child to leave the room. Another child is chosen to make a drawing on the chalk-board, at the easel. The first child returns and asks, "Jane, did you draw the picture on the board? Jane answers, "It was I", or "It was not I". Continue the question three times. If an affirmative answer is not given, the artist rises and says, "It was I who made the picture", and leaves the room to become the new "It"--If first "It" guesses the artist, the artist becomes "It".

2. Have the class pretend they have visited a toy store, farm, zoo, or have taken a walk around the school building. Have each child relate what he saw, saying, "I saw a drum"- "I saw a doll", etc.

3. From some list or category, some child (It) and the teacher pretend they have just seen one item on the list. Members of the class try to guess what they have seen by each of them, saying "I have seen a _____". "It" asks different pupils to make such statements (always using have seen) until someone says he has seen the same item "It" had seen.

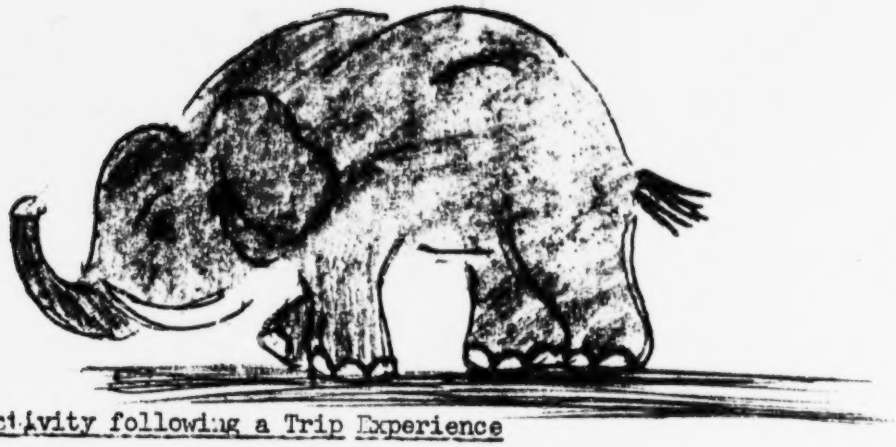
4. A child and the teacher pretend a child is an object or item of some category. Other children guess what he is.

   Q. Are you a dog? A. I am not a dog. Q. Are you a cat? A. Yes, I am a cat.

5. A child says, "I am thinking of a color".

   Q. Are you thinking of yellow? A. I am not thinking of yellow.
   Q. Are you thinking of red? A. I am thinking of red.

Teacher divides class into two groups. One half is the question side, the other half the answer side. During the discussion, the teacher notes some words, such as slow, hurry, loud, etc. She then asks for opposite words, or another meaning of the same word.



Verbal Activity following a Trip Experience

After a trip, the children always come together for discussion and singing. It is fun to start the discussion going by singing a little song:

"What did we see on our trip today?
What did we see on our trip today?
What did we see on our trip today?
What did we see?

Child calls out: "An elephant!

Children all sing: "We saw an elephant on our trip today.
We saw an elephant on our trip today.
We saw an elephant on our trip today.
That's what we saw."

Children sing an elephant song and discuss things they observed about this animal. The teacher then chooses a child to hide behind the easel and paint something he saw while further singing and discussion continue about other animals seen at the zoo. Other sensory experiences can be discussed by singing" What did we hear? What did we feel? What did we smell? Whom did we meet?

When the child who has been painting has finished, he brings his picture before the group and the children guess what it was he saw. Different children take turns hiding and painting things they saw on the trip while group discussion continues. The singing and painting stimulates the most timid to add some contributions to the discussion.

Let's Take a Trip (follow-up of trip)

Imagine that you are in the principal's office. The principal is sitting at a _____. He helps everyone in the school. His name is_____. On the wall you can see a big_____that tells when the bells ring. On his desk he has a _____to talk to your mother and father. In the next room by the typewriter is the principal's helper, his_____. Her name is_____. When she wants us in the room, she can_____. The Secretary is very important.

(Develop further with other school helpers in the cafeteria, nurse's office, gymnasium, custodian's office, etc.)

Mystery Bag

A child brings an object to school in a bag. He gives the group three hints, then he chooses children to guess what is in the mystery bag. Additional hints may be given, one at a time, until someone guesses correctly.

The game may be reversed with the group asking the questions, and the child ansering "yes" or "no". Sample questions are: -

Is it for the playhouse? No.
Is it for the Surprise Box? No.
Is it something you are going to make? No.
Is it for the Science Room? No.
Is it for the Indian Table? Yes.
Is it a toy canoe? No.
Is it an Indian Head? No.
Is it an Indian hat? No.
Are they Indian shoes? Yes.

During every phase of the Kindergarten program, there are many opportunities for children to express ideas. These opportunities exist during discussion, playtime, games, creative experiencies, trips, songs, films, refreshments time, etc, with the guidance of the teacher.

Lost Child Game

Characters: Mother or Father
Police Captain at Station

Explanation: A child is missing. Mother calls the police station to report that her child is missing. Policeman gets description from "Mother/Father". He/she goes around circle,looking for lost child. If time is short, description may be limited.

Acting Out a Word

Children gather in a circle with a child in the center. This child says he is thinking of a word that has either sound, color, shape, action or smell. Each child takes a turn asking a question about the word. No one must give the answer until all have asked a question. Then, guessing the answer can begin. The one who gives the right word is the next child in the circle to have a word.

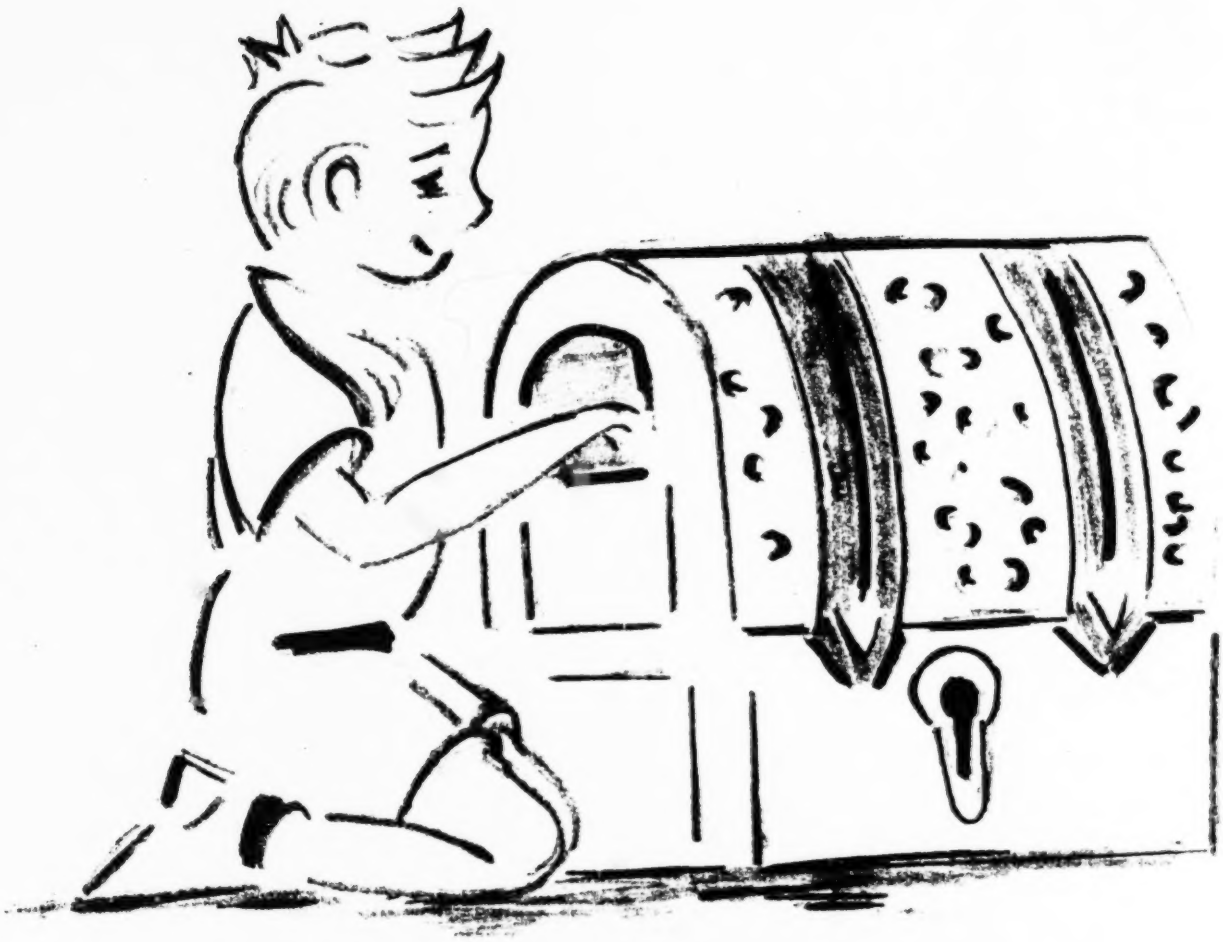
The word should be whispered to the teacher before the game begins so that she can guide the child.

One child brings a "science find" to school. After he explains what it is, the teacher asks for questions about it. The teacher then chooses eight children to line up before the group and each one contributes some information they have just discussed about the object:

> This is a shell. It comes from the ocean.
> A fish lived inside the shell. The fish is gone.
> The shell is smooth, the shell is hard. There
> are many kinds of fish in the ocean. The shell
> is their house.

Teacher tells the children to find a picture in one of their science books that will tell them what kind of shell they have. She asks them to think of other animals with shells. This encourages children to do further investigation.

This verbal exercise can be encouraged with many things children bring to school.



TREASURE CHEST

One child is chosen to put his hand in the chest. The class then chants:

"In the chest he cannot see
So many things, what can they be?
Through the hole, his hand will go
What he finds there, only he will know."

The "guesser" must then describe the article which he is feeling, using such adjectives, as soft, hard, round, flat, prickly, or soft. He whispers to the teacher, what he thinks the article is, then he asks other children to guess. The teacher reveals the correct answer. A discussion should follow, to decide if the adjectives were descriptive enough.

Language Stretchers

Add-a-Word (Adjectives)

Start out with a simple sentence. Have children add a new descriptive word to the noun, making four or five more sentences, as follows:

I saw a car. I saw a blue car. I saw a big blue car. I saw a big old blue car. I saw a battered-up big old blue car.

Nouns - Name as many things as you can that belong in the kitchen, etc.

Synonyms - What is another name for "automobile"?

Verbs - How many ways can you move from here to the corner? Show me.
How many ways can you go to New York?

Prepositions - Where is the ball? - over, on, in, out, up, down, etc.

Adverbs - How did the bird fly? - fast, swiftly, slowly, smoothly, etc.

Describing Feelings

1. How did Cinderella feel when her sisters left to go to the ball?
2. How did Cinderella feel when she entered the ballroom?

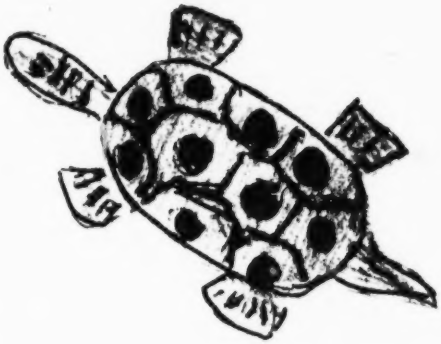
Describing the Weather

1. How does the world look to you on a rainy day?
2. How does the world look to you on a bright, sunny day?

What Would You Say If:

Someone gave you a present?
You wanted to ask a policeman to take you home?
You wanted the teacher to help you find something?
You needed help?
You went to the grocery store and couldn't find what you wanted?
You wanted to tell a friend about a pet you have?

The above are just suggestions - the ideas are endless.



Children Talk :

1. To express their opinions and ideas about their own work, their pictures, clay models or other creative activities.

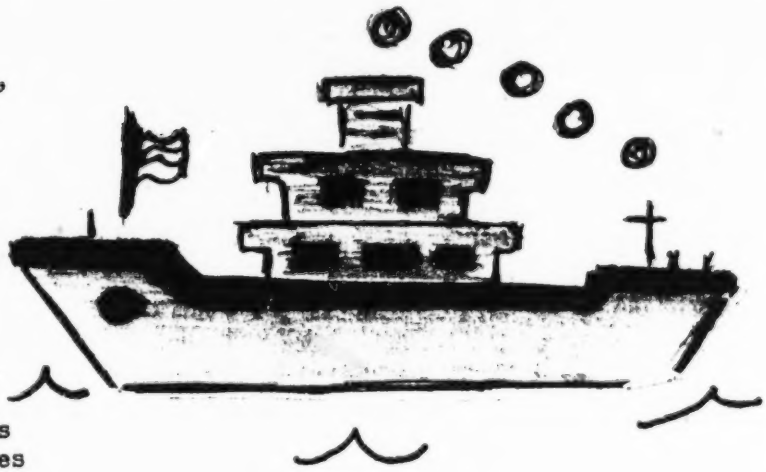
2. To express imagination, pretend. What would I do if I were: a mother, fireman, baby, policeman, turtle, fish, etc. What would I do if I were to take a trip to the: moon, North Pole, Never-Never-land, in an airplane, train, ship, etc.

3. To express feelings: sad, happy, cross, tired, active, hot, cold, selfish, kind, helpful, generous.

4. To tell about child's personal world: home, family, friends, toys, pets, trips, how they spend their time, their likes and dislikes at home and at school.

Word Pictures

Read various poems about wind, sleet, snow, seasons, etc. Talk about the descriptive words. Pick them out. Use them creatively.



Role Playing

Suggested roles:

1. Family Members
   a. Father discovers a flat tire
   b. Mother waits dinner
   c. Tommy hates to wash his hands
   d. Tommy won't eat his vegetables

2. Social Interactions

   a. Introductions
   b. Courtesy to new child
   c. Accepting gifts
   d. Playground Activities
   e. Brotherhood

3. Occupations

   a. Father's work
   b. Mother's work
   c. Community Helpers
   d. Teachers

Talking Chair

You are at the dining room table. Whom would you see?

You are in the nurse's office. What do you see?

You are at the post office. What do you see?

(Library, School, etc.)

News Reporter

Have monthly newspaper on bulletin board. Encourage the children to bring news pictures which correlate with whatever is being studied that month or whatever is seasonal. The children who bring pictures can be called "News Reporters." The news reporter can come before the group and talk about his picture. The teacher may ask for questions. She will then have the news reporter pass the picture around the group and the teacher may ask if anyone sees something in the picture which he would like to report and which the news reporter missed. All those who have something new to add can be put on the reporter list for the day. The picture is then tacked on the monthly newspaper for the children to study during free play.

Topic of the Week

1. Choose some topic for a week - for example, squirrels.
2. On Monday, Tuesday and Wednesday, have children give oral reports based on:

   a) Scientific facts from various resources.
   b) Observations from watching squirrels.
   c) Stories about squirrels - fact or fictional.

3. On Thursday, have the children write questions based on the reports and stories. Write each question on a separate piece of paper and deposit them in a box or other container.

4. On Friday, have the Quiz Program. Have a Master of Ceremonies draw out a question and read it. He chooses someone other than the author to answer. This person comes forward and uses a microphone. If he is correct, he may choose the next question.

Talking Contest

Have two children for partners. A subject is given them. One child starts the conversation with a statement. His partner may respond. The first may continue to talk on the same subject or idea. The one who fails to add something apropos, loses the game.

This game could also be done with telephones, or as a puppet show with several puppets, with one puppet telling a story.

Add a Line

After introducing a few new words and explaining their meaning, the teacher starts off a story, and the children complete the story, making use of new words.

Game for Reviewing or Strengthening Sound Symbols

Divide the players into two teams. Using the sound symbol of "M" for instance, the game might start this way:

1st Player, Team A: I have money.
1st Player, Team B: I have money, music.
2nd Player, Team A: I have money, music, mops.

When a player makes a mistake, he is out and the opposing team takes over. The first player has another turn when the last one of his team has a chance. The tempo must be fast. The game may be varied by using the same sound symbol at an ending or in the middle of the word.

Sound-O

Make a set of cards by marking large squares of oaktage into 16 or 25 squares.

cum	lωk	wer	bie
SEE	woz	ov	EEch
dæ	mæd	feet	wun
get	dcω	sœ	fcωd

If there are 25 squares, make the middle square FREE. Write a one-syllable word in each square using i.t.a. sound symbols. Make each card slightly different so that there will be only 1 winner. Provide each player with a number of seeds or chips small enough to fit within the marked squares. Make a set of word cards that will include every word written on the cards.

The teacher or leader chooses a word card and calls out the word. Tell the pupils to place a masker over this word. As soon as one player has all the squares in one row covered (up and down, left and right, or diagonally) he should call "Sound-O." The game stops while he proves he has followed the directions correctly. The winner can call out the words for the next game.

Make a Word

Purpose: To improve initial sounds and blends.

Material: A number of small square cards on which are printed the 44 i.t.a. symbols, one symbol per card. Three or four of each of the sounds should be included.

Procedure: Two or more people may play. The cards are placed face down on the table. The players take turns selecting a card and naming a word which begins with that letter or blend. If they cannot name a word in a reasonably short time, they put the card back. When all the cards are picked up, each player tries to spell as many words as he can with the cards he has picked up and collected. The winner is the person who has the greatest number of cards and words combined. A score can be figured by counting one for each card collected and ten for each word spelled. Each card should be used only once in spelling a word.

Wordo

Purpose: Quick recognition of words.

Material: Several large cards of approximately 6" by 7½". Small cards, each containing one word. Small wooden counters or small circles of colored paper. To make the large cards, draw a line across the length of the card about one inch from the edge. The remainder of the card is divided into 25 equal sections by drawing horizontal and vertical lines across the card. Type the words in the sections of the card, using the same words on each card, but change order. The center space is marked "Free Center." The words on the large cards are typed on the small cards.

Procedure: The teacher and one child may play; however, it is a better game for a group of children. The teacher has the small cards on which the words have been typed and each child has a large Wordo card. As the teacher pronounces the word, the players find the word on their card and cover it with a counter. The child who first covers five words in a straight line, horizontally, vertically or diagonally, wins the game. The player calls out Wordo and then has to repeat his words as a check.

Game Sounds with Symbols

Child holds up picture of symbol and says "I am thinking of something in the room that starts with this sound..." All of the children and the teacher make the sound. Then they give hints, such as "It has a tail," "It drinks water," 'It lives in a cage," "It has feathers" - "Yes, a bird." (All say bird.) The child who guesses right is the next one to think of a word, either from something in the room, or from home, a trip experience, a story, etc.

In the early part of the year place initial symbols on objects in room-later, put the words or the objects as they are used in i.t.a.program.

Pick a Slip Game

Purpose: To increase vocabulary
a. Single words
b. Phrases

Materials: Print single sound-symbols, words, or phrases on strips of paper. Write a numerical value from 1 to 2 in the upper right hand corner of each slip.

Procedure: Two or more people may play. The slips are placed face down on the table. The players take turns selecting a slip and reading it. If the player can read the slip correctly, he keeps the slip. If he does not read it correctly, he replaces the slip face down on the table and the next player takes his turn. The winner is the person who, after all the slips have been picked up, has the highest score by adding the numbers on all of the slips.